DOCUMENT RESUME

ED 235 797 IR 010 875

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TITLE Film and Video Utilization Study.
INSTITUTION C4 Management Consultants Ltd., Calgary (Alberta).
SPONS AGENCY Calgary Board of Education (Alberta).
PUB DATE May 83
NOTE 97p.; Text on colored pages may not reproduce.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Expenditures; *Film Libraries; Foreign Countries; *Instructional Films; Library Circulation; Media Selection; Questionnaires; *Teacher Attitudes; *Teacher Education; *Use Studies; *Videotape Recordings
IDENTIFIERS *Alberta (Calgary); Canada

ABSTRACT

A project was conducted to study Calgary teachers' use of films and videotapes borrowed from a media services loan library and to identify the significant variables affecting their film and tape use. Data were gathered through a preliminary survey of six schools and a subsequent survey of 500 randomly selected teachers in the district. Results are reported for nine major study objectives: (1) measure teachers' perception of effectiveness of preservice and inservice teacher training; (2) measure teachers' perception of increasing or decreasing use of film and videotape; (3) identify reasons why teachers' use is increasing or decreasing; (4) identify ways in which teachers are using film and videotape in instructional programs; (5) measure degree to which teachers preview unfamiliar films and videotapes prior to classroom use; (6) identify their reasons for not previewing materials; (7) identify barriers to use as perceived by teachers; (8) measure teachers' perception of the importance of alternative (non-curriculum or indirect instruction) uses of film and videotape; and (9) measure the priority teachers perceive should be placed on expenditures in various areas relating to film and tape use. Appendices include the preliminary survey form, the questionnaire circulated in February 1983, and cover letters for the February questionnaire. (LMM)

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Calgary Board of Education

Program Evaluation Section

OFFICE OF CHIEF SUPERINTENDENT, CALGARY BOARD OF EDUCATION.

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FILM AND VIDEO UTILIZATION STUDY
May, 1983

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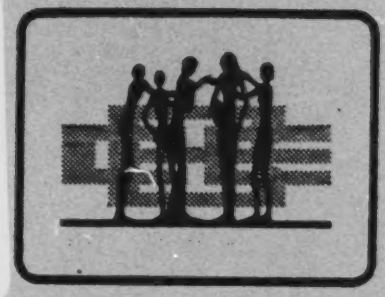

Calgary Board of Education

PROGRAM EVALUATION SECTION

Office of the Chief Superintendent

FILM AND VIDEO UTILIZATION STUDY

May, 1983

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Calgary, Alberta
under contract to
Program Evaluation
Calgary Board of Education

IR010875

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I. INTRODUCTION

In January, 1982, the Learning Resources Advisory Committee (an advisory body of school librarians and principals to the Supervisor of Instructional Materials - Media Services) embarked on a project to obtain some qualitative information regarding teachers' use of films and video tapes borrowed from the Media Services loan library. It was noted that considerable quantitative data regarding how many materials are used from the loan library is available from the management data system. However, this data is limited to measuring "how much" teachers use the materials in the library. It does not provide information regarding what teachers use the materials for or what are the significant variables affecting their use.

Two agencies became involved with the Committee. Dr. Bill Winn, Faculty of Education, University of Calgary was asked to join the group and provide input. In addition, Allan McLennan from the Program Evaluation Department of the CBE also joined the group.

A purpose statement was created:

> The Film and Video Utilization Study will identify the uses for which teachers employ film and video tape available from Media Services in their instructional program and identify the significant variables affecting their utilization of film and video tape.

Several areas of investigation related to the purpose statement were identified:

1. Effectiveness of pre-service and inservice training.
2. Increasing or decreasing use of loan materials.
3. The instructional uses that teachers made of loan materials.
4. Previewing of unfamiliar loan materials.
5. Barriers to use of loan materials.
6. Alternative non-instructional use of loan materials.
7. Teachers' perception of the priority of expenditure that should be placed on purchase of loan materials.

The Advisory Committee determined that in order to develop a study to address these areas, it would be necessary to do a preliminary survey to identify the kinds of responses we might expect from classroom teachers. On April 1st, a draft of the Preliminary Survey was administered to teachers in the following schools:

1. Catherine Nichols Gunn Elementary
2. Lord Beaverbrook Senior High
3. Georges P. Vanier Junior High
4. Hillhurst Community School

These were schools which have representation on the Learning Resources Advisory Committee and which could easily and quickly pilot a draft Preliminary Survey.

The Committee reviewed the results of the draft and prepared a Preliminary Survey which asked primarily open-ended questions in the above areas. The survey was administered to teachers in the following schools:

1. Le Roi Daniels Elementary
2. Belvedere-Parkway Elementary
3. Prince of Wales Elementary
4. Bishop Pinkham Junior High School
5. Queen Elizabeth Junior and Senior High School
6. Victoria Elementary & Junior High

A copy of the Preliminary Survey is enclosed (APPENDIX A). Teachers' response to the Preliminary Survey proved to be invaluable in designing the main study. Essentially, the responses to the open-ended questions on the Preliminary Survey were reworded and organized into the questions asked in the main study. (APPENDIX B)

During June, July and August of 1982, Gayle Belsher of the Program Evaluation Department created a draft of the film and video survey to be administered in the school year. This draft was reviewed by the Learning Resources Advisory Committee in October, 1982. Some revisions were made and the final survey document was developed.

On February 22, 500 questionnaires were sent out to randomly selected teachers in the district with a cover letter (APPENDIX C) explaining the purpose of the study with the completed questionnaires to be returned to Media Services by March 4, 1983. Three hundred and one questionnaires were returned and processed. (Percentage Return = 60)

The data was processed by Patsy Chan, Statistician, Program Evaluation, using the SPSS system, and Dr. Bruce Johnson of C4 Management Consultants Ltd. was engaged by Program Evaluation to write the report.

II. PURPOSES OF THE STUDY

The two major purposes of the study were:

A. to identify the uses for which teachers employ film and video tape available from Media Services in their instructional program,

and

B. to identify the significant variables affecting teachers' use of these materials.

Nine objectives related to the two purposes were stated as follows:

III. OBJECTIVES OF THE STUDY

1. Measure teachers' perception of the effectiveness of pre-service and in-service training with reference to film and video utilization.
2. Measure teachers' perception of their increasing or decreasing use of film and video tape.
3. Identify the reasons why teachers' use of film and video tape is increasing or decreasing.
4. Identify the uses for which teachers are employing film and video tape in their instructional program.
5. Measure the degree to which teachers preview unfamiliar films and video tapes prior to using them in the classroom.
6. Identify the reasons why teachers do not preview films and video tapes prior to using them.
7. Identify the barriers to film and video use that teachers perceive.
8. Measure teachers' perception of the importance of alternative (non-curriculum or indirect instruction) uses of film and video tape.
9. Measure the priority that teachers perceive should be placed on the expenditure of funds in various areas relating to film and video tape utilization.

IV. SUMMARY OF DATA

A. Uses for Which Teachers Employ Film and Video Tape

1. Objective No. 4: Identify the uses for which teachers are employing film and video tape in their instructional programs.

There were eight questions on the survey relating to this objective, questions 37 through 44. Data from these questions are summarized in Tables 1 through 8 (Pages 5-8). The rank of each of the eight items according to the frequency of use reported by teachers is as follows:

a. 66% of teachers reported that they frequently or always use media materials for the visual reinforcement of ideas (Table 7).

b. 60% of teachers frequently or always use media materials for emphasis of topics or themes covered (Table 5).

c. Use of media materials to motivate students is reported as frequent or always by 53% of teachers (Table 4).

d. 46% of teachers use media materials to introduce variety in method of teaching (Table 6).

e. The use of media materials to stimulate discussion is reported by 42% of teachers in the frequently and always categories (Table 3).

f. 40% of teachers use media materials to introduce a topic or area frequently or always (Table 1).

g. The use of media materials for summary and review purposes is reported by 38% of teachers as frequent or always (Table 2).

h. 32% of teachers use media materials to teach new content (Table 8).

There are significant differences among groups of teachers at different levels on all eight questions. Tables 1 to 8 show that the Division 3 and 4 teachers use media materials significantly less than teachers in other divisions in all eight cases. For example, on Table 1, page 5 only 24% of Division 4 teachers reported that they frequently or always use media materials to introduce a topic or area. This may be contrasted with 45% of Division 2 teachers and 51% of Division 1 teachers in these categories.

A further area of significant difference among groups of teachers was noted in relation to Table 6. Librarians as a group reported significantly higher usage of materials to introduce variety in teaching methods (56% of librarians reported in the frequently and always categories compared with an average of only 41% in these categories for the three other groups surveyed).

TABLE 1

Percentages of Teachers Using Media Materials to Introduce a Topic or Area

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	0.0%	0.0%	62.5%	37.5%	0.0%
Division I N = 88	0.0%	8.0%	40.9%	51.1%	0.0%
Division II N = 69	5.8%	7.2%	42.0%	43.5%	1.4%
Division III N = 37	13.5%	18.9%	32.4%	32.4%	2.7%
Division IV N = 71	12.7%	14.1%	49.3%	23.9%	0.0%
TOTAL N = 289	6.2%	10.0%	43.9%	39.1%	0.7%

Chi^2 Significance = .00

TABLE 2

Percentages of Teachers Using Media Materials for Summary, Review or Follow-up

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	0.0%	20.8%	50.0%	29.2%	0.0%
Division I N = 87	2.3%	14.9%	26.4%	56.3%	0.0%
Division II N = 68	2.9%	16.2%	45.6%	35.3%	0.0%
Division III N = 37	16.2%	13.5%	43.2%	27.0%	0.0%
Division IV N = 71	19.7%	14.1%	39.4%	26.8%	0.0%
TOTAL N = 287	8.4%	15.3%	38.3%	38.0%	0.0%

Chi^2 Significance = 0.00

TABLE 3

Percentages of Teachers Using Media Materials as a Stimulant for Discussion

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	8.3%	8.3%	45.8%	37.5%	0.0%
Division I N = 87	2.3%	8.0%	29.9%	57.5%	2.3%
Division II N = 68	1.5%	13.2%	39.7%	42.6%	2.9%
Division III N = 36	11.1%	16.7%	52.8%	19.4%	0.0%
Division IV N = 70	17.1%	20.0%	34.3%	28.6%	0.0%
TOTAL N = 285	7.4%	13.3%	37.5%	40.4%	1.4%

Chi^2 Significance = 0.00

TABLE 4

Percentages of Teachers Using Media Materials to Motivate Students

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	0.0%	8.3%	25.0%	66.7%	0.0%
Division I N = 87	2.3%	1.1%	28.7%	65.5%	2.3%
Division II N = 70	1.4%	4.3%	41.4%	47.4%	5.7%
Division III N = 37	10.8%	8.1%	37.8%	40.5%	2.7%
Division IV N = 72	13.9%	18.1%	31.9%	29.2%	6.9%
TOTAL N = 290	5.9%	7.6%	33.4%	49.0%	4.1%

Chi^2 Significance = 0.00

TABLE 5

Percentages of Teachers
Using Media Materials for
Emphasis of Themes or Topics

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	4.2%	4.2%	25.0%	54.2%	12.5%
Division I N = 87	1.1%	3.4%	23.0%	63.2%	9.2%
Division II N = 69	1.4%	2.9%	31.9%	55.1%	8.7%
Division III N = 37	10.8%	13.5%	24.3%	40.5%	10.8%
Division IV N = 72	12.5%	8.3%	34.7%	33.3%	11.1%
TOTAL N = 289	5.5%	5.9%	28.4%	50.2%	10.0%

Chi^2 Significance = 0.01

TABLE 6

Percentages of Teachers
Using Media Materials To
Introduce Variety in Teaching Methods

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	12.5%	0.0%	37.5%	41.7%	8.3%
Division I N = 86	3.5%	9.3%	33.7%	48.8%	4.7%
Division II N = 69	4.3%	11.6%	34.8%	42.0%	7.2%
Division III N = 36	11.1%	0.0%	44.4%	41.7%	2.8%
Division IV N = 72	13.9%	16.7%	37.5%	19.4%	12.5%
TOTAL N = 287	8.0%	9.8%	36.6%	38.3%	7.3%

Chi^2 Significance = 0.00

TABLE 7

Percentages of Teachers Using Media Materials to Provide Visual Reinforcement of Ideas

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	0.0%	4.2%	33.3%	54.2%	8.3%
Division I N = 88	1.1%	0.0%	25.0%	63.6%	10.2%
Division II N = 69	1.4%	2.9%	33.3%	53.6%	8.7%
Division III N = 37	10.8%	2.7%	21.6%	56.8%	8.1%
Division IV N = 72	13.9%	6.9%	19.4%	41.7%	18.1%
TOTAL N = 290	5.5%	3.1%	25.9%	54.1%	11.4%

Chi^2 Significance = 0.00

TABLE 8

Percentages of Teachers Using Media Materials to Teach New Content

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	12.5%	8.3%	33.3%	29.2%	16.7%
Division I N = 86	2.3%	17.4%	44.2%	33.7%	2.3%
Division II N = 69	5.8%	17.4%	39.1%	37.7%	0.0%
Division III N = 37	18.9%	21.6%	32.4%	21.6%	5.4%
Division IV N = 71	19.7%	29.6%	31.0%	14.1%	5.6%
TOTAL N = 287	10.5%	20.2%	37.3%	27.9%	4.2%

Chi^2 Significance = 0.00

B. Variables Affecting Teachers' Use of Film and Video Tape

1. Effectiveness of Preservice and Inservice Training.

Objective No. 1: To measure teachers' perception of the effectiveness of preservice and inservice training with reference to film and video utilization.

Data pertaining to the four questions related to this objective are reported on Tables 9 through 12 (pages 10 and 11). Seventy percent of teachers have had some university training in use of media materials and equipment and of these the majority (64%) found the training only minimally or somewhat helpful (Table 9). Fifty-four percent of the responding teachers had engaged in inservice programs of the Calgary Board of Education and of these just over half (57%) found the training only minimally or somewhat helpful (Table 10).

A very small number of teachers (only 7%) had received training from technical institutes or similar institutions. A large majority of these (72%) found the training only minimally or somewhat helpful (Table 11). Fifteen percent of the sample teachers indicated that they had had some other specified training and 78% of these found that the training was quite helpful or extremely helpful (Table 12). The types of specified training mentioned by teachers in their comments were such things as: "on the job training", "experience in business or the armed services", "from the school librarian", "teaching oneself by trial and error".

In the whole area represented by Tables 9 through 12 there were no significant differences among teachers according to level or other criteria.

TABLE 9

Extent to which University
Courses have been of Assistance
To Teachers in Using Media Materials

	No Training 1	Training Minimally Helpful 2	Training Somewhat Helpful 3	Training Quite Helpful 4	Training Extremely Helpful 5
E.C.S. N = 19		15.8%	47.4%	26.3%	10.5%
Division I N = 63		30.2%	34.9%	28.6%	6.3%
Division II N = 44		31.8%	25.0%	29.5%	13.6%
Division III N = 31		29.0%	41.9%	22.6%	6.5%
Division IV N = 55		29.1%	34.5%	29.1%	7.3%
TOTAL N = 212		28.8%	34.9%	27.8%	8.5%

Chi^2 Significance = 0.90

TABLE 10

Extent to Which CBE Inservice
Courses have been of Assistance
To Teachers in Using Media Materials

	No Training 1	Training Minimally Helpful 2	Training Somewhat Helpful 3	Training Quite Helpful 4	Training Extremely Helpful 5
E.C.S. N = 22		18.2%	40.9%	27.3%	13.6%
Division I N = 54		16.7%	37.0%	40.7%	5.6%
Division II N = 34		8.8%	38.2%	52.9%	0.0%
Division III N = 22		22.7%	45.5%	22.7%	9.1%
Division IV N = 30		26.7%	36.7%	33.3%	3.3%
TOTAL N = 162		17.7%	38.9%	37.7%	5.6%

Chi^2 Significance = 0.36

TABLE 11

Extent To Which Technical Institute Courses have been of Assistance to Teachers in Using Media Materials

	No Training 1	Training Minimally Helpful 2	Training Somewhat Helpful 3	Training Quite Helpful 4	Training Extremely Helpful 5
E.C.S. N = 0		0.0%	0.0%	0.0%	0.0%
Division I N = 3		33.3%	66.6%	0.0%	0.0%
Division II N = 5		40.00%	20.0%	20.0%	20.0%
Division III N = 4		50.0%	0.0%	25%	25%
Division IV N = 9		44.4%	33.3%	0.0%	22.2%
TOTAL N = 21		42.9%	28.6%	9.5%	19.0%

Chi^2 Significance = 0.69

TABLE 12

Extent to Which Other Specified Training has been of Assistance to Teachers in Using Media Materials

	No Training 1	Training Minimally Helpful 2	Training Somewhat Helpful 3	Training Quite Helpful 4	Training Extremely Helpful 5
E.C.S. N = 6		0.0%	33.3%	16.7%	50.0%
Division I N = 9		11.1%	11.1%	22.2%	55.6%
Division II N = 12		8.3%	16.7%	41.7%	33.3%
Division III N = 9		0.0%	22.2%	33.3%	44.4%
Division IV N = 9		11.1%	0.0%	44.4%	44.4%
TOTAL N = 45		6.7%	15.6%	33.3%	44.4%

Chi^2 Significance = 0.88

2. Utilization of Film and Video Tape

Objective No. 2: To measure teachers' perception of their increasing or decreasing use of film and video tape.

Tables 13 and 14 (page 13) show the teachers' estimates of the number of films and video tapes used in their classes per year and the teachers' current usage estimates compared with previous years respectively. Thirty-six percent of teachers use 21 or more media materials per year. There are significant differences among the teachers according to level of instruction. Of the Division 1 teachers who responded, 56% of them are using more than 21 items per year. Divisions 3 and 4 have significantly lower usage, thirty percent and 17% respectively in the two higher-usage categories (Table 13) (Page 13).

Examination of other breakdowns of the data indicates significant differences among the four types of teacher surveyed. The librarians have a significantly higher usage in the 10-to 40-item range (81% of librarians record this level of usage compared with an average of 45% amongst other groups). Administrators and others both record 53% in the lower usage levels compared with only 18% amongst teachers and librarians (Table 13).

In Table 14 it can be seen that 32% of teachers report an increasing use of media materials. 11% report decreasing use while 57% indicate that the usage is about the same as it was in previous years. Other data indicate that teachers with 6 - 10 years' experience show less tendency to either increasing or decreasing use than teachers in other experience groups and teachers with 1 - 5 years' experience reported higher proportion of increasing use (48% compared with 30% in other experience groups).

TABLE 13

Teachers' Estimates of the Number of Films/Video Tapes Used in Their Classes Per Year

	None 1	Less Than 10 2	10-20 3	21-40 4	More Than 40 5
E.C.S. N = 26	11.5%	15.4%	42.3%	23.1%	7.7%
Division I N = 88	1.1%	10.2%	33.0%	40.9%	14.8%
Division II N = 70	1.4%	14.3%	48.6%	24.3%	11.4%
Division III N = 37	10.8%	24.3%	35.1%	10.8%	18.9%
Division IV N = 75	13.3%	42.7%	26.7%	13.3%	4.0%
TOTAL N = 296	6.4%	21.6%	36.1%	24.7%	11.1%

Chi^2 Significance = 0.00

TABLE 14

Teachers' Current Usage of Media Materials Compared with Previous Years (Percentages)

	Generally Increasing	Generally Decreasing	About the Same
E.C.S. N = 25	7 28.0%	3 12.0%	15 60%
Division I N = 88	31 35.2%	9 10.2%	48 54.[illegible]%
Division II N = 69	19 27.5%	5 7.2%	48 65.2%
Division III N = 37	14 37.8%	3 8.1%	20 54.1%
Division IV N = 75	23 30.7%	13 17.3%	39 52.0%
TOTAL N = 294	94 32.0%	33 11.2%	167 56.8%

Chi^2 Significance = 0.59

3. Reasons for the Increase or Decrease in Utilization of Film and Video Tape

Objective No. 3: To identify the reasons why teachers' use of film and video tape is increasing or decreasing.

a. Reasons Why Use is Increasing by 32% of Responding Teachers.

There were 13 factors identified in the survey which teachers were asked to respond to as possible contributing factors to increasing use of media materials. Tables 15 through 27 (page 16-22) summarize the responses received for each of the factors. The following list indicates the rank order of each of the 13 factors according to the percentage of teachers rating the factor as more than somewhat important or extremely important:

1. The quality of materials is improving (66% rate higher than somewhat important - Table 20) (page 18).

2. Selection (variety) of materials is increasing (66% rate more than somewhat important - Table 22) (page 19).

3. I am more aware of good materials than previously (66% rate more than somewhat important - Table 24) (page 20).

4. The availability of materials is increasing (63% rate more than somewhat - Table 21) (page 19).

5. I find materials more useful for instruction than I did previously (61% rate more than somewhat important - Table 25) (page 21).

6. Media materials have changed and are more appropriate for use with curriculum than they used to be (53% rate more than somewhat important - Table 17) (page 17).

7. I enjoy media as an alternative method of teaching more than I did previously (52% rate more than somewhat important - Table 23) (page 20).

8. Receipt of media materials requires less advance booking time than previously (48% rate more than somewhat important - Table 19) (page 18).

9. The booking procedure is easier than previously (45% rate more than somewhat important - Table 18) (page 17).

10. My subject area is more suited to the use of media materials than previously (39% rate more than somewhat important - Table 15) (page 16).

11. Replacement of worn and damaged films occurs more quickly than previously (films are in better condition) (38% rate more than somewhat important - Table 27) (page 22).

12. Students seem more interested in films/video than previously (35% rate more than somewhat important - Table 26) (page 21).

13. The curriculum has changed and is more suited to the use of media materials than previously (33% rate more than somewhat important - Table 16) (page 16).

There are no significant differences among teachers according to the level at which they teach on any of the 13 factors, although in a couple of instances, ECS and Division 1 teachers reveal some marked difference from the other groups of teachers. In Table 19 (more ECS teachers rated the factor as very important - 43% of them reported that less advance booking time was very important as a contributory factor towards increased use of media materials. No other group placed such high importance on the factor).

Both ECS and Division 1 teachers placed higher importance on the replacement of worn and damaged materials faster than previously (materials in better condition) than other groups of teachers (Table 27).

When teachers' responses to the 13 factors are compared according to years of experience, four significant differences among groups appear. Teachers with more than 20 years of experience rate factor 2 - Curriculum more suited to Use of Media Materials than Previously - considerably higher than other groups of teachers. 64% of these teachers rate the factor as more than somewhat important compared with an average of only 26% among the other three groups (Table 16).

The least experienced group of teachers (1-5 years) view factor 4 - Booking Procedure Easier than Previously - as being less important than more experienced teachers. Only 5.3% of the less experienced group rated this factor as very important compared with 23% of the 11-20 years experienced teachers and 21% of the greater than 20 years of experience group.

Another item where greater experience appears to be correlated with placing of higher importance on an item is that of Factor 6 - Quality of Materials is Improving. Eighty-six percent of the teachers with more than 20 years' experience rated this factor as more than somewhat or extremely important. While only 42% of the teachers of 1-5 years' experience rated the item so highly.

With regard to factor 13 - Replacement of Worn and Damaged Materials Faster than Previously - materials in better condition, there is also correlation between experience and importance with the higher experience groups placing more importance on the item. Sixty-nine percent of the greater than 20 years experience group rate the item as more than somewhat important. Among teachers with 1-5 years' experience only 16% rated the factor as more than somewhat important, in the 6-10 years' experience group, 33% gave it this rating and amongst the 11-20 years' experience group, 43%.

TABLE 15

Teachers' Rating of Contribution of Factor 1 Towards Increased Use of Media Materials (Factor 1: Subject more suited to use of Media Materials than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 6	33.3%	0.0%	50%	16.7%	0.0%
Division I N = 30	10.0%	16.7%	40%	23.3%	10.0%
Division II N = 19	0.0%	5.3%	42.1%	26.3%	26.3%
Division III N = 13	15.4%	15.4%	23.1%	30.8%	15.4%
Division IV N = 23	8.7%	17.4%	39.1%	21.7%	13.0%
TOTAL N = 91	9.9%	13.2%	38.5%	24.2%	14.3%

Chi^2 Significance = 0.69

TABLE 16

Teachers' Rating of Contribution of Factor 2 Towards Increased Use of Media Materials (Factor 2: Curriculum more suited to use of Media Materials than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 6	33.3%	16.7%	33.3%	16.7%	0.0%
Division I N = 31	16.1%	9.7%	48.4%	19.4%	6.5%
Division II N = 18	5.6%	16.7%	11.1%	50.0%	16.7%
Division III N = 13	23.1%	7.7%	38.5%	30.8%	0.0%
Division IV N = 22	22.7%	22.7%	31.8%	18.2%	4.5%
TOTAL N = 90	17.8%	14.4%	34.4%	26.7%	6.7%

Chi^2 Significance = 0.27

TABLE 17

Teachers' Rating of Contribution of
Factor 3 Towards Increased Use of Media Materials
(Factor 3: Materials More Appropriate
to Curriculum Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 6	16.7%	0.0%	50.0%	33.3%	0.0%
Division I N = 31	3.2%	3.2%	41.9%	38.7%	12.9%
Division II N = 19	0.0%	10.5%	36.8%	36.8%	15.8%
Division III N = 12	8.3%	0.0%	33.3%	41.7%	16.7%
Division IV N = 23	[illegible]%	8.7%	34.8%	34.8%	21.7%
TOTAL N = 91	3.3%	5.5%	38.5%	37.4%	15.4%

Chi^2 Significance = 0.84

TABLE 18

Teachers' Rating of Contribution of
Factor 4 Towards Increased Use of Media Materials
(Factor 4: Booking Procedure Easier Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 6	33.3%	0.0%	33.3%	0.0%	33.3%
Division I N = 31	16.1%	6.5%	12.9%	45.2%	19.4%
Division II N = 19	15.8%	15.8%	26.3%	26.3%	15.8%
Division III N = 12	16.7%	25.0%	16.7%	25.0%	16.7%
Division IV N = 23	34.8%	21.7%	17.4%	26.1%	0.0%
TOTAL N = 91	22.0%	14.3%	181.7%	30.8%	14.3%

Chi^2 Significance = 0.28

TABLE 19

Teachers' Rating of Contribution of
Factor 5 Towards Increased Use of Media Materials
(Factor 5: Les Advance Booking Time Required)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 7	28.6%	14.3%	14.3%	0.0%	42.9%
Division I N = 30	13.3%	3.3%	26.7%	46.7%	10.0%
Division II N = 19	5.3%	21.1%	15.8%	47.4%	10.5%
Division III N = 12	16.7%	8.3%	8.3%	50.0%	16.7%
Division IV N = 23	30.4%	17.4%	30.4%	17.4%	4.3%
TOTAL N = 91	17.6%	12.1%	22.0%	36.3%	12.1%

Chi^2 Significance = 0.07

TABLE 20

Teachers' Rating of Contribution of
Factor 6 Towards Increased Use of Media Materials
(Factor 6: Quality of Materials is Improving)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 7	0.0%	14.3%	14.3%	28.6%	42.9%
Division I N = 31	6.5%	0.0%	19.4%	51.6%	22.6%
Division II N = 19	0.0%	0.0%	42.1%	31.6%	26.3%
Division III N = 12	0.0%	0.0%	25.0%	41.7%	33.3%
Division IV N = 23	4.3%	8.7%	30.4%	39.1%	17.4%
TOTAL N = 92	3.3%	3.3%	27.2%	41.3%	25%

Chi^2 Significance = 0.51

TABLE 21

Teachers' Rating of Contribution of
Factor 7 Towards Increased Use of Media Materials
(Factor 7: Availability of Materials is Increasing)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 7	0.0%	14.3%	28.6%	14.3%	42.9%
Division I N = 31	6.5%	0.0%	19.4%	51.6%	27.6%
Division II N = 19	0.0%	15.8%	26.3%	36.8%	21.1%
Division III N = 12	8.3%	0.0%	25.0%	25.0%	41.7%
Division IV N = 23	8.7%	4.3%	34.8%	30.4%	21.7%
TOTAL N = 92	5.4%	5.4%	26.1%	37.0%	26.1%

Chi^2 Significance = 0.43

TABLE 22

Teachers' Rating of Contribution of
Factor 8 Towards Increased Use of Media Materials
(Factor 8: Variety of Materials Increasing)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 7	0.0%	14.3%	28.6%	14.3%	42.9%
Division I N = 31	6.5%	0.0%	22.6%	41.9%	29.0%
Division II N = 19	0.0%	0.0%	31.6%	42.1%	26.3%
Division III N = 12	0.0%	0.0%	33.3%	25.0%	41.7%
Division IV N = 23	8.7%	4.3%	26.1%	39.1%	21.7%
TOTAL N = 92	4.3%	2.2%	27.2%	37.0%	29.3%

Chi^2 Significance = 0.64

TABLE 23

Teachers' Rating of Contribution of Factor 9 Towards Increased Use of Media Materials (Factor 9: Teacher enjoys using Media More Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 6	33.3%	16.7%	16.7%	16.7%	16.7%
Division I N = 31	9.7%	6.5%	32.3%	38.7%	12.9%
Division II N = 19	0.0%	10.5%	26.3%	36.8%	26.3%
Division III N = 12	8.3%	16.7%	8.3%	41.7%	25.0%
Division IV N = 23	21.7%	8.7%	30.8%	30.4%	8.7%
TOTAL N = 91	12.1%	9.9%	26.4%	35.2%	16.5%

Chi^2 Significance = 0.61

TABLE 24

Teachers' Rating of Contribution of Factor 10 Towards Increased Use of Media Materials (Factor 10: More Awareness of Good Materials Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 6	16.7%	16.7%	16.7%	16.7%	33.3%
Division I N = 31	3.2%	0.0%	22.6%	61.3%	12.9%
Division II N = 18	5.6%	11.1%	16.7%	50.0%	16.7%
Division III N = 12	0.0%	8.3%	25.0%	33.3%	33.3%
Division IV N = 23	8.7%	4.3%	30.4%	43.5%	13.0%
TOTAL N = 90	5.6%	5.6%	23.3%	47.8%	17.8%

Chi^2 Significance = 0.59

TABLE 25

Teachers' Rating of Contribution of Factor 11 Towards Increased Use of Media Materials (Factor 11: Materials More Useful for Instruction Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 6	33.3%	0.0%	33.3%	0.0%	33.3%
Division I N = 31	6.5%	0.0%	22.6%	54.8%	16.1%
Division II N = 18	0.0%	5.6%	22.2%	50.0%	22.2%
Division III N = 12	0.0%	8.3%	41.7%	25.0%	25.0%
Division IV N = 23	17.4%	13.0%	17.4%	43.5%	8.7%
TOTAL N = 90	8.9%	5.6%	24.4%	43.3%	17.8%

Chi^2 Significance = 0.12

TABLE 26

Teachers' Rating of Contribution of Factor 12 Towards Increased Use of Media Materials (Factor 12: Students More Interested In Materials Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 7	42.9%	0.0%	28.6%	28.6%	0.0%
Division I N = 30	13.3%	16.7%	33.3%	30.0%	6.7%
Division II N = 18	5.6%	11.1%	33.3%	38.9%	11.1%
Division III N = 12	0.0%	41.7%	8.3%	41.7%	8.3%
Division IV N = 22	27.3%	27.3%	31.8%	4.5%	9.1%
TOTAL N = 89	15.7%	20.2%	29.2%	27.0%	7.9%

Chi^2 Significance = 0.11

TABLE 27

Teachers' Rating of Contribution of Factor 13 Towards Increased Use of Media Materials (Factor 13: Replacement of Worn and Damaged Materials Faster than Previously - Materials in Better Condition)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 7	28.6%	0.0%	28.6%	28.6%	14.3%
Division I N = 31	16.1%	6.5%	29.0%	41.9%	6.5%
Division II N = 18	11.1%	11.1%	38.9%	27.8%	11.1%
Division III N = 12	8.3%	50.0%	0.0%	25.0%	16.7%
Division IV N = 21	28.6%	23.8%	28%	19.0%	0.0%
TOTAL N = 89	18.0%	16.9%	27.0%	30.3%	7.9%

Chi^2 Significance = 0.07
When ECS omitted Chi^2 Significance = 0.03

B. 3b. Reasons why use is decreasing by 11% of responding teachers.

There were 14 factors contributing to decreased usage of media materials to which teachers were asked to respond. In order of importance to the 11% of teachers who said that their usage of materials was decreasing they were:

1. The availability of materials is decreasing. Thirty-nine percent of teachers rated this as more than somewhat important (Table 34) (page 28).

2. Booking of materials must be done too far in advance. Thirty-seven percent of teachers rated this as more than somewhat important (Table 32) (page 27).

3. Good films are wearing out faster than they are replaced. Thirty-two percent rated this as more than somewhat important (Table 39) (page 30).

4. My subject area is less suited to the use of media materials than previously. Thirty percent rated this as more than somewhat important (Table 28) (page 25).

5. There is less time available for use of films/video than previously. Twenty-nine percent rated this as more than somewhat important (Table 41) (page 31).

6. The selection (variety) of materials is decreasing. Twenty-three percent rated this as more than somewhat important (Table 35) (page 28).

7. I find materials less useful for instruction than I did previously. Twenty-one percent rated this as more than somewhat important (Table 37) (page 29).

8. Other school activities conflict with film/video usage. Seventeen percent rated this as more than somewhat important (Table 40) (page 31).

9. The curriculum has changed and is less suited to the use of media materials than previously. Thirteen percent rated this as more than somewhat important (Table 29) (page 25).

10. Booking procedure is too time-consuming. Thirteen percent rated this as more than somewhat important (Table 31) (page 26).

11. I enjoy media as an alternative method of teaching less than I did previously. Thirteen percent rated this as more than somewhat important (Table 36) (page 29).

12. Media materials have changed and are less appropriate for use with curriculum than they used to be. Ten percent rated this as more than somewhat important (Table 30) (page 26).

13. The quality of materials is poorer than previously. Ten percent rated this as more than somewhat important (Table 33) (page 27).

14. Students seem less interested in films/video than previously. Seven percent rated this as more than somewhat important (Table 38) (page 30).

There were no significant differences among groups of teachers, either by level or according to experience or function, in the area of decreased use of media materials.

A comparison of the rank-ordering of the group of teachers who reported that their usage was increasing and that of those teachers who reported decreasing usage reveals differences in perceptions of the two groups. For example, the group which reported increased usage rated the availability of materials and the selection of materials as important reasons for their increased use. These were ranked fourth and first by the group. By contrast, the teachers reporting decreased use perceived that both availability and variety of materials was decreasing, and rated these two items first and sixth.

In other instances, there seems to be congruity of impression, for example, the "increasing" group perceived that the quality of materials was greatly improved and this was a very important (ranked #1) reason for their increased use, the teachers reporting decreased use were not highly critical of the quality of materials. They ranked poorer quality 13th out of 14 and only 10% of the group perceived this to be a reason for their decreased use.

TABLE 28

Teachers' Rating of Contribution of Factor 16 Towards Decreased Use of Media Materials (Factor 16: Subject Area Less Suited to Use of Media Materials than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	0.0%	0.0%	33.3%
Division I N = 9	22.2%	22.2%	22.2%	22.2%	11.1%
Division II N = 4	75%	0.0%	0.0%	0.0%	25%
Division III N = 3	66.7%	0.0%	33.3%	0.0%	0.0%
Division IV N = 11	54.5%	0.0%	9.1%	27.3%	9.1%
TOTAL N = 30	50.0%	6.7%	13.3%	16.7%	13.3%

Chi^2 Significance = 0.61

TABLE 29

Teachers' Rating of Contribution of Factor 21 Towards Decreased Use of Media Materials (Factor 21: Curriculum has Changed and is Less Suited to Use of Media than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	33.3%	0.0%	0.0%
Division I N = 9	44.4%	22.2%	22.2%	11.1%	0.0%
Division II N = 4	50.0%	0.0%	0.0%	0.0%	50.0%
Division III N = 3	66.7%	33.3%	0.0%	0.0%	0.0%
Division IV N = 12	58.3%	16.7%	16.7%	8.3%	0.0%
TOTAL N = 31	54.8%	16.1%	16.1%	6.5%	6.5%

Chi^2 Significance = 0.29

TABLE 30

Teachers' Rating of Contribution of
Factor 22 Towards Decreased Use of Media Materials
(Factor 22: Media Materials Less Appropriate
for Curriculum Use than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 2	100.0%	0.0%	0.0%	0.0%	0.0%
Division I N = 9	22.2%	55.6%	22.2%	0.0%	0.0%
Division II N = 4	50.0%	25.0%	0.0%	0.0%	25.0%
Division III N = 3	66.7%	33.3%	0.0%	0.0%	0.0%
Division IV N = 11	54.5%	0.0%	27.3%	18.2%	0.0%
TOTAL N = 29	48.3%	24.1%	17.2%	6.9%	3.4%

Chi^2 Significance = 0.16

TABLE 31

Teachers' Rating of Contribution of
Factor 14 Towards Decreased Use of Media Materials
(Factor 14: Booking Procedure Too Time Consuming)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	100.0%	0.0%	0.0%	0.0%	0.0%
Division I N = 9	27.2%	22.2%	22.2%	22.2%	11.1%
Division II N = 4	50.0%	0.0%	50.0%	0.0%	0.0%
Division III N = 3	33.3%	33.3%	0.0%	0.0%	33.3%
Division IV N = 11	36.4%	45.5%	18.2%	0.0%	0.0%
TOTAL N = 30	40.0%	26.7%	20.0%	6.7%	6.7%

Chi^2 Significance = 0.25

TABLE 32

Teachers' Rating of Contribution of
Factor 15 Towards Decreased Use of Media Materials
(Factor 15: Booking of Materials Must Be Done
Too Far In Advance)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	100.0%	0.0%	0.0%	0.0%	0.0%
Division I N = 9	11.1%	11.1%	33.3%	33.3%	11.1%
Division II N = 4	50.0%	0.0%	0.0%	25.0%	25.0%
Division III N = 3	33.3%	0.0%	33.3%	0.0%	33.3%
Division IV N = 11	18.2%	27.3%	18.2%	18.3%	18.2%
TOTAL N = 30	30.0%	13.3%	20.0%	20.0%	16.7%

Chi^2 Significance = 0.46

TABLE 33

Teachers' Rating of Contribution of
Factor 17 Towards Decreased Use of Media Materials
(Factor 17: Quality of Materials is Poorer
Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	0.0%	0.0%	33.3%
Division I N = 9	44.4%	33.3%	11.1%	0.0%	11.1%
Division II N = 4	50.0%	25%	25%	0.0%	0.0%
Division III N = 3	66.7%	33.3%	0.0%	0.0%	0.0%
Division IV N = 10	60.0%	20.0%	10.0%	10.0%	0.0%
TOTAL N = 29	55.2%	24.1%	10.3%	3.4%	6.9%

Chi^2 Significance = 0.90

TABLE 34

Teachers' Rating of Contribution of
Factor 23 Towards Decreased Use of Media Materials
(Factor 23: Availability of Materials is Decreasing)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	0.0%	0.0%	33.3%
Division I N = 9	11.1%	33.3%	11.1%	11.1%	33.3%
Division II N = 4	25.0%	0.0%	25.0%	0.0%	50.0%
Division III N = 3	66.7%	0.0%	33.3%	0.0%	0.0%
Division IV N = 12	50.0%	0.05	8.3%	25.0%	16.7%
TOTAL N = 31	38.7%	9.7%	12.9%	12.9%	25.8%

Chi^2 Significance = 0.33

TABLE 35

Teachers' Rating of Contribution of
Factor 24 Towards Decreased Use of Media Materials
(Factor 24: Variety of Materials Decreasing)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	0.0%	0.0%	33.3%
Division I N = 9	33.3%	22.2%	22%	22.2%	0.0%
Division II N = 4	25.0%	0.0%	25.0%	0.0%	50.0%
Division III N = 3	66.7%	0.0%	33.3%	0.0%	0.0%
Division IV N = 12	58.3%	8.3%	16.7%	8.3%	8.3%
TOTAL N = 31	48.3%	9.7%	19.4%	9.7%	12.9%

Chi^2 Significance = 0.57

TABLE 36

Teachers' Rating of Contribution of Factor 25 Towards Decreased Use of Media Materials (Factor 25: I Enjoy Media as a Method of Teaching Less Than Previously)

	Very Unimportant 1	------- 2	Somewhat Important 3	-------- 4	Very Important 5
E.C.S. N = 3	100%	0.0%	0.0%	0.0%	0.0%
Division I N = 9	44.4%	11.1%	33.3%	11.1%	0.0%
Division II N = 4	75.0%	0.0%	0.0%	25.0%	0.0%
Division III N = 3	0.0%	33.3%	33.3%	0.0%	33.3%
Division IV N = 12	41.7%	33.3%	16.7%	8.3%	0.0%
TOTAL N = 31	48.4%	19.4%	19.4%	9.7%	3.2%

Chi^2 Significance = 0.20

TABLE 37

Teachers' Rating of Contribution of Factor 26 Towards Decreased Use of Media Materials (Factor 26: Find Materials Less Useful for Instruction than Previously)

	Very Unimportant 1	------- 2	Somewhat Important 3	-------- 4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	0.0%	0.0%	33.3%
Division I N = 9	33.3%	33.3%	22.2%	11.1%	0.0%
Division II N = 3	66.7%	0.0%	0.0%	33.3%	0.0%
Division III N = 3	33.3%	0.0%	33.3%	33.3%	0.0%
Division IV N = 11	45.5%	9.1%	27.3%	18.2%	0.0%
TOTAL N = 29	44.8%	13.8%	20.7%	17.2%	3.4%

Chi^2 Significance = 0.39

TABLE 38

Teachers' Rating of Contribution of
Factor 19 Towards Decreased Use of Media Materials
(Factor 19: Students less Interested in Films/
Video Than Previously)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 2	100.0%	0.0%	0.0%	0.0%	0.0%
Division I N = 9	33.3%	33.3%	22.2%	11.1%	0.0%
Division II N = 4	75.0%	0.0%	25.0%	0.0%	0.0%
Division III N = 3	33.3%	33.3%	0.0%	33.3%	0.0%
Division IV N = 10	70.0%	20.0%	10.0%	0.0%	0.0%
TOTAL N = 28	57.1%	21.4%	14.3%	7.1%	0.0%

Chi^2 Significance = 0.60

TABLE 39

Teachers' Rating of Contribution of
Factor 18 Towards Decreased Use of Media Materials
(Factor 18: Good Films are Wearing Out
Faster Than They are Replaced

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	0.0%	0.0%	33.3%
Division I N = 9	22.2%	33.3%	22.2%	11.1%	11.1%
Division II N = 4	50.0%	25.0%	0.0%	25.0%	0.0%
Division III N = 3	66.7%	0.0%	0.0%	0.0%	0.0%
Division IV N = 12	25.0%	0.0%	33.3%	16.7%	25.0%
TOTAL N = 31	35.5%	12.9%	19.4%	12.9%	19.4%

Chi^2 Significance = 0.54

TABLE 40

Teachers' Rating of Contribution of Factor 15 Towards Decreased Use of Media Materials (Factor 15: Other School Activities Conflict with Media Usage

	Very Unimportant 1	------- 2	Somewhat Important 3	-------- 4	Very Important 5
E.C.S. N = 3	100.0%	0.0%	0.0%	0.0%	0.0%
Division I N = 9	22.2%	11.1%	44.4%	11.1%	11.1%
Division II N = 4	25.0%	0.0%	50.0%	25.0%	0.0%
Division III N = 3	33.3%	33.3%	33.3%	0.0%	0.0%
Division IV N = 11	72.7%	0.0%	9.1%	18.2%	0.0%
TOTAL N = 30	50.0%	6.7%	26.7%	13.3%	3.3%

Chi^2 Significance = 0.38

TABLE 41

Teachers' Rating of Contribution of Factor 20 Towards Decreased Use of Media Materials (Factor 20: Less Time Available for Use of Media Materials Than Previously)

	Very Unimportant 1	------- 2	Somewhat Important 3	-------- 4	Very Important 5
E.C.S. N = 3	66.7%	0.0%	33.3%	0.0%	0.0%
Division I N = 9	11.1%	33.3%	11.1%	22.2%	22.2%
Division II N = 4	50.0%	0.0%	0.0%	0.0%	50.0%	
Division III N = 3	33.3%	33.3%	33.3%	0.0%	0.0%
Division IV N = 12	41.7%	16.7%	16.7%	16.7%	8.3%
TOTAL N = 31	35.5%	19.4%	16.1%	12.9%	16.1%

Chi^2 Significance = 0.62

4. Degree to Which Teachers Preview Materials

Objective No. 5: To measure the degree to which teachers preview unfamiliar films and video-tapes prior to using them in the classroom.

Thirty-nine percent of the teachers responding preview materials frequently or always, and a further 34% preview occasionally (Table 42) (page 34). Only 11% of the teachers report that they always preview unfamiliar materials.

There are no significant differences among the responding teachers according to level, but librarians report a significantly higher previewing rate than other teachers (90% occasionally or more often, compared with 68% of other teachers in these three categories).

5. Reasons for Not Previewing Unfamiliar Films/Video Tapes

Objective No. 6: To identify the reasons why teachers do not preview films and video-tapes prior to using them.

Tables 43 through 47 summarize the responses of teachers to five possible reasons for not previewing materials. The five reasons are ranked as follows:

1. time limitations - affected 66% of teachers frequently or always (43);

2. reliance on information in the catalogue - affected 41% of teachers frequently or always (Table 47);

3. recommendations by others - affected 33% of teachers frequently or always (Table 46);

4. preview not considered necessary - affected 10% of teachers frequently or always (Table 45);

5. equipment limitations - affected 9% of teachers frequently or always (Table 44).

There were some significant differences amongst groups of teachers at different levels on these five items. Eighty-two percent of Division II teachers frequently or always reported time limitations as a consideration in not previewing materials. The average of other groups of teachers was only 61% (Table 43). Administrators apparently experienced less difficulty with time limitations than other groups; 23% of administrators said that time limitations never prevented preview, while only 7% of the other groups reported in that category.

Division I teachers do not consider preview as necessary more frequently than other groups (Table 45); 56% of Division I teachers reported that this was occasionally, frequently or always the case, while the average of other groups reporting in these three categories was 36%.

Division I and ECS teachers rely more often on recommendations from others than other groups of teachers; 91% of the former reported occasional or more frequent reliance upon recommendations of others, whereas for other teachers the average in these categories was only 72% (Table 46). Other groups of teachers appear to rely more heavily on recommendations than administrators, 39% of whom said that they rarely or never relied upon recommendations of others. (Only 20% of other groups reported this.) On the question of reliance upon the catalogue, there is a division between the Elementary and Secondary teachers: for ECS, Division I and Division II teachers, 77% reported reliance upon the catalogue at least occasionally, whereas in Divisions III and IV, the comparable figure was 60% (Table 48). With regard to this question (reliance upon the catalogue), the least experienced group of teachers - one to five years - appeared to rely on the catalogue more than the groups of teachers with higher levels of experience; 51% of the former group frequently or always rely upon the catalogue, while only 39% of the latter group on the average rely upon the catalogue.

TABLE 42

Frequency of Preview of Unfamiliar Media Materials (Percentages of Teachers in each Category)

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	8.0%	8.0%	16.0%	56.0%	12.0%
Division I N = 88	8.0%	23.9%	34.1%	23.9%	10.2%
Division II N = 69	5.8%	21.7%	42.0%	24.6%	5.8%
Division III N = 35	8.6%	14.3%	37.1%	31.4%	8.6%
Division IV N = 71	9.9%	16.9%	32.4%	23.9%	16.9%
TOTAL N = 288	8.0%	19.1%	34.4%	27.8%	10.8%

Chi^2 Significance = 0.19

TABLE 43

Percentages of Teachers Not Previewing Unfamiliar Materials Because of Time Limitations

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 23	13.0%	8.7%	13.0%	30.4%	34.8%
Division I N = 82	3.7%	15.9%	22.0%	39.0%	19.5%
Division II N = 66	3.0%	3.0%	12.1%	63.6%	18.2%
Division III N = 34	2.9%	11.8%	29.4%	38.2%	17.6%
Division IV N = 68	10.3%	4.4%	19.1%	47.1%	19.1%
TOTAL N = 273	5.9%	8.8%	19.0%	46.2%	20.1%

Chi^2 Significance = 0.02

TABLE 44

Percentages of Teachers Not Previewing
Unfamiliar Materials Because of Equipment Limitations

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 22	54.5%	22.7%	18.2%	4.5%	0.0%
Division I N = 80	35.0%	35.0%	17.5%	12.5%	0.0%
Division II N = 66	28.8%	37.9%	25.8%	7.6%	0.0%
Division III N = 33	36.4%	45.5%	12.1%	6.1%	0.0%
Division IV N = 68	48.5%	17.6%	25.0%	8.8%	0.0%
TOTAL N = 269	38.7%	31.6%	20.8%	8.9%	0.0%

Chi^2 Significance = 0.11

TABLE 45

Percentages of Teachers Not Previewing Unfamiliar
Materials Because They Do Not Consider It Necessary

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N =	57.1%	4.8%	33.3%	4.8%	0.0%
Division I N =	18.5%	25.9%	42.0%	12.3%	1.2%
Division II N =	25.8%	34.8%	28.8%	10.6%	0.0%
Division III N =	28.1%	34.4%	31.3%	6.3%	0.0%
Division IV N =	53.7%	19.4%	17.9%	4.5%	4.5%
TOTAL N =	33.3%	25.8%	30.7%	8.6%	1.5%

Chi^2 Significance = 0.00

TABLE 46

Percentages of Teachers Not Previewing
Unfamiliar Materials Because They are Recommended by Others

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 22	9.1%	0.0%	63.6%	22.7%	4.5%
Division I N = 82	2.4%	6.1%	48.8%	42.7%	0.0%
Division II N = 68	5.9%	22.1%	48.5%	23.5%	0.0%
Division III N = 33	12.1%	24.2%	24.2%	36.4%	3.0%
Division IV N = 69	11.6%	8.7%	52.2%	26.1%	1.4%
TOTAL N = 274	7.3%	12.4%	47.8%	31.4%	1.1%

Chi^2 Significance = 0.00

TABLE 47

Percentages of Teachers Not Previewing Unfamiliar
Materials Because They Rely on Information in the Category

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 22	13.6%	22.7%	18.2%	40.9%	4.5%
Division I N = 84	3.6%	10.7%	34.5%	45.2%	6.0%
Division II N = 68	8.8%	10.3%	30.9%	45.6%	4.4%
Division III N = 34	5.9%	29.4%	38.2%	20.6%	5.9%
Division IV N = 67	14.9%	29.9%	28.4%	23.9%	3.0%
TOTAL N = 275	8.7%	18.5%	31.3%	36.7%	4.7%

Chi^2 Significance = 0.02

6. Barriers to Film and Video Use

Objective No. 1: To identify the barriers to film and video use that teachers perceive.

The nineteen barriers to use of Media materials on which teachers were asked to comment are presented below in rank order, according to the percentage of teachers who responded to each in the frequently or always categories.

1. Demand on certain materials is too great at the times I need them - 49% frequently or always (Table 51) (page 42).

2. Media materials appropriate to my subject are rare - 17% frequently or always (Table 60) (page 47).

3. Length of time for borrowing materials is inadequate - 15% frequently or always (Table 52) (page 43).

4. Materials which match my program are unsuitable for the grades I teach - 15% frequently or always (Table 55) (page 44).

5. Media materials appropriate to the curriculum and grade level are rare - 14% frequently or always (Table 61) (page 47).

6. There is not enough selection (variety) in Media materials - 13% frequently or always (Table 63) (page 48).

7. Curriculum leaves no time for use of film/video materials - 13% frequently or always (Table 59) (page 46).

8. Materials are out-of-date - 12% frequently or always (Table 58) (page 46).

9. The content of materials is minimally useful - 10% frequently or always (Table 56) (page 45).

10. Access to video equipment is inadequate - 8% frequently or always (Table 48) (page 41).

11. I am not aware of good Media materials - 7% frequently or always (Table 65) (page 49).

12. Finding or booking space in the school is difficult - 5% frequently or always (Table 50) (page 42).

13. The booking procedure is too time-consuming - 5% frequently or always (Table 54) (page 44).

14. My knowledge of equipment operation (e.g., projector) is inadequate - 5% frequently or always (Table 57) (page 45).

15. I personally do not enjoy Media as a method of teaching - 5% frequently or always (Table 64) (page 49).

16. Access to film equipment is inadequate - 4% frequently or always (Table 49) (page 41).

17. The quality of Media materials is poor - 3% frequently or always (Table 62) (page 48).

18. Students are not interested in Media materials - 1% frequently or always (Table 66) (page 50).

19. The catalogue is difficult to use - 0% frequently or always (Table 53) (page 43).

On 13 of the 19 items, there were significant differences among different groups. While the demand barrier to usage (Table 51) is serious for all groups of teachers, it appears to be of significantly more concern for Division I and Division II teachers, where less than 20% report that it is never or rarely a problem.

The difficulty of finding materials appropriate to the subject is clearly more acute at the Secondary level. Division III and IV teachers report significantly higher percentages in the frequently and always categories on this item (Table 60 - 27% and 32%, respectively compared with 5% - 12% amongst the ECS, Division I, and Division II teachers). The significant differences among teachers concerning the inadequacy of length of borrowing time is according to their function in the school. Eight-five percent of librarians occasionally or frequently find this a barrier; whereas only 52% of teachers, 29% of administrators, and 33% of other groups report in the occasionally or frequently categories.

Ninety percent of teachers in the one-to-five-year experience group rarely or never experience difficulty in obtaining access to film equipment. Other experience groups report a higher incidence of problems in this area.

Administrators find significantly fewer problems in obtaining space in the school for Media presentations than other groups, while the two lower experience groups of teachers register more problem in this area. (Only 7% of administrators register occasional, frequent, or always problems in the area, compared with approximately 25% of other groups. The one-to-five-year and the six-to-ten-year experience groups report at the 25% and 22% levels, respectively, compared with 18% and 16% in the higher experience categories.

Materials unsuitable for grade level is a problem at the Secondary level more than at the Elementary. There are significant differences between responses of Division III and IV teachers and the Division I and ECS teachers on this question (Division III - 17% frequently or always, Division IV - 21% frequently or always, compared with a maximum of 14% frequently or always amongst other teachers - Table 55).

Similarly, the problem of materials being inappropriate to the curriculum and grade level is a greater problem amongst Secondary teachers. Division III and IV report 24% and 28%, respectively, in the frequently and always categories on this question, while the highest percentage amongst other groups is 10 (Table 61).

A significant difference among teachers concerning the sufficiency of variety and selection of materials is again, along Elementary and Secondary lines, with the Secondary teachers reporting much higher incidence of difficulty in finding sufficient variety of materials (Table 63 - Division III, 35% frequently or always; Division IV, 19% frequently or always - and the next highest group is the ECS group, with 13% in the frequently and always categories). Secondary teachers find materials to be out-of-date, with significantly more frequency than do Elementary teachers (Table 58 - average percentage response of Secondary teachers in the occasionally, frequently, and always categories equals 79%, compared with the same average figure for Elementary and ECS teachers, which is 55%).

The more experienced groups of teachers indicate more difficulty in finding access to video equipment (47% of the greater-than-20-years-experience group report in the occasionally, frequently, and always categories, compared with only 23% of teachers in the one-to-five-years experience group).

A somewhat higher proportion of Division I and Division II teachers find the booking procedure too time-consuming (Table 54 - 26% and 18%, respectively, of these two groups report occasional or frequent problems in the area, compared with about 11% or less in other groups).

Secondary teachers report more problems with quality of materials than do Elementary or ECS teachers (Table 62 - an average of 47% in Divisions III and IV report in the occasionally, frequently, and always categories. The comparable average for ECS, Division I, and Division II teachers is 32%). Teachers generally find this more of a problem than do administrators, librarians, or others; 42% of teachers compared with about 26% of others report this to be an occasional or frequent problem.

Twenty-five percent of teachers in the highest experience category (more than 20 years) report that students are occasionally or frequently not interested in Media materials. Much lower percentages report this in the lower experience categories (Table 66).

TABLE 48

Frequency With Which Teachers Find Access to Video Equipment Inadequate

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	28.0%	56.0%	8.0%	8.0%	0.0%
Division I N = 86	20.9%	53.5%	20.9%	4.7%	0.0%
Division II N = 69	15.9%	47.8%	26.1%	8.7%	1.4%
Division III N = 37	27.0%	35.1%	29.7%	8.1%	0.0%
Division IV N = 73	27.4%	35.6%	28.8%	8.2%	0.0%
TOTAL N = 290	22.8%	45.5%	24.1%	7.2%	0.3%

Chi^2 Significance = 0.47

TABLE 49

Frequency With Which Teachers Find Access to Film Equipment Inadequate

	Never 1	Seldom 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	36.0%	52.0%	8.0%	4.0%	0.0%
Division I N = 85	21.2%	58.8%	18.8%	1.2%	0.0%
Division II N = 68	20.6%	52.9%	20.6%	5.9%	0.0%
Division III N = 37	35.1%	43.2%	18.9%	2.7%	0.0%
Division IV N = 73	32.9%	46.6%	13.7%	6.8%	0.0%
TOTAL N = 288	27.1%	51.7%	17.0%	4.2%	0.0%

Chi^2 Significance = 0.40

TABLE 50

Frequency With Which Teachers
Find It Difficult to Obtain Space
In The School for Media Presentations

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	52.0%	36.0%	8.0%	4.0%	0.0%
Division I N = 85	34.1%	51.8%	11.8%	2.4%	0.0%
Division II N = 68	22.1%	48.5%	23.5%	4.4%	1.5%
Division III N = 37	35.1%	43.2%	10.8%	10.8%	0.0%
Division IV N = 72	43.1%	36.1%	16.7%	4.2%	0.0%
TOTAL N = 287	35.2%	44.6%	15.3%	4.5%	0.3%

Chi^2 Significance = 0.14

TABLE 51

Frequency With Which Teachers
Find Demand on Certain Materials
Is a Barrier to Their Use

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	12.0%	20.0%	24.0%	44.0%	0.0%
Division I N = 85	2.4%	15.3%	29.4%	47.1%	5.9%
Division II N = 69	0.0%	18.8%	44.9%	31.9%	4.3%
Division III N = 37	10.8%	27.0%	18.9%	37.8%	5.4%
Division IV N = 72	15.3%	13.9%	26.4%	40.3%	4.2%
TOTAL N = 288	6.9%	17.7%	30.6%	40.3%	4.5%

Chi^2 Significance = 0.02

TABLE 52

Frequency With Which Teachers Find the Length of Borrowing Time Is Inadequate

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	20.0%	32.0%	32.0%	16.0%	0.0%
Division I N = 85	7.1%	37.6%	40.0%	14.1%	1.2%
Division II N = 69	7.2%	40.6%	39.1%	10.1%	2.9%
Division III N = 37	13.5%	29.7%	40.5%	13.5%	2.7%
Division IV N = 71	21.1%	29.6%	33.8%	15.5%	0.0%
TOTAL N = 287	12.5%	34.8%	37.6%	13.6%	1.4%

Chi^2 Significance = 0.51

TABLE 53

Frequency With Which Teachers Find the Catalogue Difficult to Use

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	76.0%	24.0%	0.0%	0.0%	0.0%
Division I N = 86	6.6%	34.9%	3.5%	0.0%	0.0%
Division II N = 68	60.3%	36.8%	2.9%	0.0%	0.0%
Division III N = 37	59.5%	32.4%	8.1%	0.0%	0.0%
Division IV N = 72	61.1%	33.3%	5.6%	0.0%	0.0%
TOTAL N = 288	62.2%	33.7%	4.2%	0.0%	0.0%

Chi^2 Significance = 0.77

TABLE 54

Frequency With Which Teachers Find
The Booking Procedure Too Time Consuming

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	72.0%	24.0%	0.0%	0.0%	4.0%
Division I N = 85	27.1%	47.1%	18.8%	7.1%	0.0%
Division II N = 68	36.8%	42.6%	16.2%	1.5%	2.9%
Division III N = 37	51.4%	37.8%	8.1%	2.7%	0.0%
Division IV N = 72	52.8%	34.7%	8.3%	2.8%	1.4%
TOTAL N = 287	42.9%	39.7%	12.5%	3.5%	1.4%

Chi^2 Significance = 0.01

TABLE 55

Frequency With Which Teachers
Find that Materials Which Match the
Program are Unsuitable for the Grade They Teach

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	8.0%	44.0%	44.0%	4.0%	0.0%
Division I N = 85	7.1%	28.2%	52.9%	11.8%	0.0%
Division II N = 69	8.7%	46.4%	30.4%	13.0%	1.4%
Division III N = 36	13.9%	38.9%	30.6%	11.1%	5.6%
Division IV N = 72	18.1%	25.0%	36.1%	18.1%	2.8%
TOTAL N = 287	11.1%	34.5%	39.7%	12.9%	1.7%

Chi^2 Significance = 0.05

TABLE 56

Frequency With Which Teachers Find the Content of Materials Only Minimally Useful

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	12.0%	44.0%	40.0%	4.0%	0.0%
Division I N = 82	7.3%	45.1%	43.9%	3.7%	0.0%
Division II N = 70	8.6%	41.4%	40.0%	8.6%	1.4%
Division III N = 36	11.1%	55.6%	19.4%	11.1%	2.8%
Division IV N = 70	12.9%	34.3%	37.1%	10.0%	5.7%
TOTAL N = 283	9.9%	42.8%	37.8%	7.4%	2.1%

Chi^2 Significance = 0.30

TABLE 57

Frequency With Which Teachers Find Their Knowledge of Equipment Operation Inadequate

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	76.0%	16.0%	4.0%	4.0%	0.0%
Division I N = 85	57.6%	31.8%	7.1%	3.5%	0.0%
Division II N = 69	47.8%	33.3%	7.1%	3.5%	0.0%
Division III N = 37	51.4%	27.0%	21.6%	0.0%	0.0%
Division IV N = 73	57.5%	30.1%	6.8%	2.7%	2.7%
TOTAL N = 289	56.1%	29.8%	9.7%	3.8%	0.7%

Chi^2 Significance = 0.14

TABLE 58

Frequency With Which Materials Are Found To Be Out of Date

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N =	20.0%	32.0%	48.0%	0.0%	0.0%
Division I N =	4.7%	41.2%	49.4%	4.7%	0.0%
Division II N =	2.9%	35.7%	50.0%	10.0%	1.4%
Division III N =	2.7%	18.9%	62.2%	16.2%	0.0%
Division IV N =	12.7%	8.5%	57.7%	19.7%	1.4%
TOTAL N =	7.3%	28.1%	53.1%	10.8%	0.7%

Chi^2 Significance = 0.00

TABLE 59

Frequency With Which Teachers Find that Curriculum Leaves No Time for Use of Media Materials

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	28.0%	40.0%	20.0%	12.0%	0.0%
Division I N = 86	22.1%	41.9%	27.9%	7.0%	1.2%
Division II N = 69	15.9%	47.8%	26.1%	10.1%	0.0%
Division III N = 37	24.3%	35.1%	24.3%	13.5%	2.7%
Division IV N = 71	22.5%	29.6%	29.6%	16.9%	1.4%
TOTAL N = 288	21.5%	39.2%	26.7%	11.5%	1.0%

Chi^2 Significance = .78

TABLE 60

Frequency With Which Teachers Find That
Media Materials Appropriate to Their Subject Are Rare

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	16.0%	24.0%	48.0%	12.0%	0.0%
Division I N = 86	10.5%	47.7%	36.0%	5.8%	0.0%
Division II N = 69	4.3%	44.9%	40.6%	7.2%	2.9%
Division III N = 37	10.8%	43.2%	18.9%	16.2%	10.8%
Division IV N = 72	9.7%	26.4%	31.9%	19.4%	12.5%
TOTAL N = 289	9.3%	39.1%	34.9%	11.4%	5.2%

Chi^2 Significance = 0.00

TABLE 61

Frequency With Which Teachers Find that
Materials Appropriate to the Curriculum and
Grade Level are Rare

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	16.0%	36.0%	44.0%	4.0%	0.0%
Division I N = 86	14.0%	40.7%	40.7%	4.7%	0.0%
Division II N = 70	5.7%	41.4%	42.9%	7.1%	2.9%
Division III N = 37	8.1%	32.4%	35.1%	13.5%	10.8%
Division IV N = 71	8.5%	31.0%	32.4%	16.9%	11.3%
TOTAL N = 289	10.0%	37.0%	38.8%	9.3%	4.8%

Chi^2 Significance = 0.02

TABLE 62

Frequency With Which
Quality of Materials is Poor

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N =25	28.0%	44.0%	24.0%	4.0%	0.0%
Division I N = 85	15.3%	55.3%	29.4%	0.0%	0.0%
Division II N = 69	4.3%	56.5%	39.1%	0.0%	0.0%
Division III N = 36	11.1%	44.4%	33.3%	11.1%	0.0%
Division IV N = 68	8.8%	41.2%	44.1%	5.9%	0.0%
TOTAL N = 283	11.7%	49.8%	35.3%	3.2%	0.0%

Chi^2 Significance = 0.00

TABLE 63

Frequency With Which Teachers Find
Insufficient Variety (Selection) of Materials

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 24	20.8%	41.7%	25.0%	8.3%	4.2%
Division I N = 85	10.6%	43.5%	42.4%	3.5%	0.0%
Division II N = 69	4.3%	50.7%	39.1%	5.8%	0.0%
Division III N = 37	5.4%	24.3%	35.1%	27.0%	8.1%
Division IV N = 69	10.1%	17.4%	50.7%	15.9%	5.8%
TOTAL N = 284	9.2%	36.3%	41.2%	10.6%	2.8%

Chi^2 Significance = 0.00

TABLE 64

Frequency with Which Media Materials
Are Not Used Because Teachers Do Not Enjoy Their Use

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	52.0%	28.0%	16.0%	0.0%	4.0%
Division I N = 85	41.2%	47.1%	8.2%	2.4%	1.2%
Division II N = 69	42.0%	39.1%	13.0%	5.8%	0.0%
Division III N = 36	44.4%	27.8%	22.2%	5.6%	0.0%
Division IV N = 68	57.4%	26.5%	11.8%	4.4%	0.0%
TOTAL N = 283	46.6%	36.0%	12.7%	3.9%	0.7%

Chi^2 Significance = 0.20

TABLE 65

Frequency With Which Teachers Are
Not Aware of Good Media Materials

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	40.0%	40.0%	20.0%	0.0%	0.0%
Division I N = 84	39.3%	35.7%	20.2%	4.8%	0.0%
Division II N = 67	25.4%	44.8%	23.9%	6.0%	0.0%
Division III N = 35	31.4%	34.3%	28.6%	2.9%	2.9%
Division IV N = 68	35.3%	30.9%	22.1%	8.8%	2.9%
TOTAL N = 279	34.1%	36.9%	22.6%	5.8%	1.1%

Chi^2 Significance = 0.61

TABLE 66

Frequency With Which Teachers Report That Students are Not Interested In Media Materials

	Never 1	Rarely 2	Occasionally 3	Frequently 4	Always 5
E.C.S. N = 25	52.0%	40.0%	8.0%	0.0%	0.0%
Division I N = 85	40.0%	48.2%	10.6%	1.2%	0.0%
Division II N = 69	40.6%	44.9%	13.0%	1.4%	0.0%
Division III N = 37	40.5%	27.0%	32.4%	0.0%	0.0%
Division IV N = 68	45.6%	36.8%	17.6%	0.0%	0.0%
TOTAL N = 284	42.6%	41.2%	15.5%	0.7%	0.0%

Chi^2 Significance = 0.21

7. Importance of Alternative (Non-Curricula) Uses

Objective No. 8: To measure teachers' perceptions of the importance of alternative (non-curriculum or indirect instruction) uses of film and video-tape.

Teachers were asked to respond to nine items representing alternative uses of Media materials. The rank order of the items is presented below. According to the percentage of teachers who rated the item as more than somewhat important or very important:

1. other specified items (only 14 teachers responded in this category) (51% of teachers rated this item as more than somewhat important, Table 75) (page 57). Respondents did not specify uses.

2. story-time activities
(51% of teachers rated this item as more than somewhat important, Table 71) (page 55).

3. end of week/term/year activities
(39% of teachers rated this item as more than somewhat important, Table 74) (page 56).

4. staff development activities
(36% - more than somewhat important - Table 69) (page 54).

5. statutory, religious, or cultural celebrations
(32% - more than somewhat important - Table 67) (page 53).

6. public relations, e.g., parent groups
(30% - more than somewhat important - Table 68) (page 53).

7. student assemblies
(17% - more than somewhat important - Table 70) (page 54).

8. extra-curricular activities, e.g., Students' Council, Clubs
(16% - more than somewhat important - Table 73) (page 56).

9. lunch-time entertainment
(15% - more than somewhat important - Table 72) (page 55).

Significant differences among groups of respondents were found on three items. Administrators and librarians place more importance on the use of Media materials for staff development activities than do other groups of teachers; 94% of administrators see this use as being somewhat important to very important, whereas only 77% of other groups place this level of importance on staff development activities. Twenty-two percent of librarians rate this use as very important, compared with 6% of other teachers.

There are significant differences according to level of teaching on the importance of availability of Media materials for statutory, religious or cultural celebrations. Division IV teachers place less importance on this use than do any other groups. Thirty-one percent of them rate the item as very unimportant. Sixteen percent of them see it as more than somewhat important. An average of 36% of teachers in all other groups rate the item as more than somewhat important (Table 67).

ECS and Division I teachers rate the importance of availability of Media materials for extra-curricular activities as less important than teachers at other levels. This tendency is noted also to some extent with relation to Division II teachers. (Fifty percent of ECS teachers, 46% of Division I teachers, and 39% of Division II teachers rate this item as less than somewhat important - the comparable average figure for Division III and Division IV teachers is 26% - Table 73.)

TABLE 67

Importance of Availability of Media Materials
For Statutory, Religious or Cultural Celebrations

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 23	13.0%	17.4%	34.8%	17.4%	17.4%
Division I N = 78	9.0%	11.5%	38.5%	28.2%	12.8%
Division II N = 63	7.9%	15.9%	46.0%	23.8%	6.3%
Division III N = 27	11.1%	14.8%	37.0%	33.3%	3.7%
Division IV N = 45	31.1%	8.9%	44.4%	8.9%	6.7%
TOTAL N = 236	13.6%	13.1%	41.1%	22.9%	9.3%

Chi^2 Significance = 0.05

TABLE 68

Importance of Availability of
Media Materials for Public Relations Purposes

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 25	4.0%	8.0%	44.0%	36.0%	8.0%
Division I N = 74	5.4%	20.3%	47.3%	20.3%	6.8%
Division II N = 61	4.9%	26.2%	42.6%	16.4%	9.8%
Division III N = 31	9.7%	16.1%	41.9%	32.3%	0.0%
Division IV N = 53	9.4%	20.8%	37.7%	18.9%	13.2%
TOTAL N = 244	6.6%	20.1%	43.0%	22.1%	8.2%

Chi^2 Significance = 0.52

TABLE 69

Importance of Availability of Media Materials for Staff Development Activities

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 26	7.7%	15.4%	38.5%	19.2%	19.2%
Division I N = 79	6.3%	21.5%	32.9%	29.1%	10.1%
Division II N = 63	7.9%	25.4%	39.7%	22.2%	4.8%
Division III N = 33	9.1%	12.1%	36.4%	30.3%	12.1%
Division IV N = 61	8.2%	16.4%	41.0%	26.2%	8.2%
TOTAL N = 262	7.6%	19.5%	37.4%	26.0%	9.5%

Chi^2 Significance = 0.89

TABLE 70

Importance of Availability of Media Materials for Students Assemblies

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 26	11.5%	30.8%	46.2%	11.5%	0.0%
Division I N = 78	16.7%	30.8%	33.3%	15.4%	3.8%
Division II N = 64	14.1%	25.0%	46.9%	12.5%	1.6%
Division III N = 33	6.1%	30.3%	48.5%	15.2%	0.0%
Division IV N = 55	29.1%	14.5%	36.4%	14.5%	5.5%
TOTAL N = 256	16.8%	25.8%	40.6%	14.1%	2.7%

Chi^2 Significance = 0.29

TABLE 71

Importance of Availability of
Media Materials for Story Time Activities

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 25	4.0%	12.0%	24.0%	44.0%	16.0%
Division I N = 83	2.4%	6.0%	37.3%	33.7%	20.5%
Division II N = 66	4.5%	13.6%	31.8%	42.4%	7.6%
Division III N = 19	15.8%	21.1%	26.3%	15.8%	21.1%
Division IV N = 30	10.0%	13.3%	33.3%	26.7%	16.7%
TOTAL N = 223	5.4%	11.2%	32.7%	35.0%	15.7%

Chi^2 Significance = 0.19

TABLE 72

Importance of Availability of Media
Materials for Lunch Time Entertainment

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 21	47.6%	23.8%	14.3%	9.5%	4.8%
Division I N = 67	41.8%	23.9%	17.9%	16.4%	0.0%
Division II N = 50	24.0%	30.0%	38.0%	8.0%	0.0%
Division III N = 29	24.1%	20.7%	34.5%	17.2%	3.4%
Division IV N = 42	28.6%	14.3%	40.5%	16.7%	0.0%
TOTAL N = 209	33.0%	23.0%	29.2%	13.9%	1.0%

Chi^2 Significance = 0.08

TABLE 73

Importance of Availability of Media Materials for Extra-Curricular Activities (Clubs, etc.)

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 22	22.7%	27.3%	27.3%	22.7%	0.0%
Division I N = 67	20.9%	25.4%	46.3%	7.5%	0.0%
Division II N = 52	13.5%	25.0%	51.9%	9.6%	0.0%
Division III N = 34	8.8%	14.7%	52.9%	23.5%	0.0%
Division IV N = 59	5.1%	23.7%	45.8%	20.3%	5.1%
TOTAL N = 234	13.7%	23.5%	46.6%	15.0%	1.3%

Chi^2 Significance = 0.04

TABLE 74

Importance of Availability of Media Materials for End of Week/Term/Year Activities

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 24	20.8%	8.3%	25.0%	33.3%	12.5%
Division I N = 83	10.8%	15.7%	25.3%	30.1%	18.1%
Division II N = 66	12.1%	19.7%	30.3%	27.3%	10.6%
Division III N = 33	12.1%	6.1%	48.5%	24.2%	9.1%
Division IV N = 53	26.4%	22.6%	24.5%	24.5%	1.9%
TOTAL N = 259	15.4%	16.2%	29.3%	27.8%	11.2%

Chi^2 Significance = 0.07

TABLE 75

Importance of Availability of Media Materials for Other Specified Reasons

	Very Unimportant 1	2	Somewhat Important 3	4	Very Important 5
E.C.S. N = 0	0.0%	0.0%	0.0%	0.0%	0.0%
Division I N = 2	0.0%	0.0%	0.0%	50.0%	50.0%
Division II N = 2	0.0%	0.0%	50.0%	0.0%	50.0%
Division III N = 4	0.0%	0.0%	25.0%	25.0%	50.0%
Division IV N = 6	0.0%	16.7%	50.0%	16.7%	16.7%
TOTAL N = 14	0.0%	7.1%	35.7%	21.4%	35.7%

Chi^2 Significance = 0.84

8. Priority of Expenditure Items

Objective No. 9: To measure the priority that teachers perceive should be placed on the expenditure of funds in various areas relating to film and video-tape utilization.

Table 76 (page 59) indicates the teachers' recommended priority ranking of the nine expenditure items. Priority was established by accumulating the percentage of teachers who ranked each item 1, 2, or 3. It is clear that the top two items - acquisition of new film titles and acquisition of additional copies of existing high usage film titles - are, in the opinion of teachers, dominant items that should receive consideration. The items ranked 3 and 4 have substantial support from teachers (acquisition of new video titles and purchase of replacement prints), but the items ranked 5 through 9 appear to have little priority in the eyes of teachers.

There were some significant differences in the ranking by certain groups of teachers. All groups placed acquisition of new film titles as the first priority, but librarians and administrators were stronger in this opinion than were other teachers.

The purchase of replacement items (ranked 4th) was rated slightly lower by less experienced teachers. The teachers with one to five years experience ranked this item about 6th, rather than 4th.

The purchase of additional video-recorders for loan to schools was ranked higher by Division IV teachers than others. Their ranking would have made this item No. 5 rather than No. 7, as it appears on Table 76.

TABLE 76

Teachers' Recommended Priority Ranking of Nine Expenditure Items

Rank	Item	Percentage of Teachers Ranking Item 1, 2, or 3
1.	79. Acquisition of new film titles for loan to schools	87.6%
2.	81. Acquisition of additional copies of existing High Usage film titles.	74.4%
3.	80. Acquisitions of new video titles for loan to schools.	56.6%
4.	82. Purchase of Replacement prints of worn/damaged materials.	40.8%
5.	86. Purchase of additional kits and model material for loan to schools.	14.5%
6.	85. Expenditure of Funds for the development of CBE produced materials.	11.3%
7.	83. Purchase of additional video recorders for loan to schools.	9.4%
8.	84. Purchase of additional film projectors for loan to schools.	5.8%
9.	85. Purchase of other kinds of equipment for loan to schools (e.g., tape recorders, slide projectors, cameras).	4.3%

C. Summary of Written Responses

One hundred and seven of the 301 responding teachers wrote comments on their survey returns. Eighty-two of these were classroom teachers, 6 administrators, 11 librarians, and 8 specialist teachers of various kinds, such as counsellor, resource-room teacher, work experience coordinator, music specialist, etc. Forty-seven of the people writing comments were engaged in education at the Secondary level and 60 worked at the Elementary level.

By far, the most frequently repeated comment (41 comments in all) was some positive expression about the service provided by Media Services. Teachers commented that the service was well-run, that materials were generally available, and that the booking service was excellent. They were positive about the delivery service, the quality of materials, and the friendly, helpful attitude of Media staff. They were aware of problems with the service but felt that these arose from overuse rather than from any deficiencies in the organization of the department.

Content of Materials

There were 34 comments about specific content areas where teachers found inadequacies. This appeared to be closely related to the particular teaching assignments of individual teachers, and there was no identifiable pattern. The following paragraph contains a list of the statements that were made.

The collection should be expanded by the addition of: materials with more Canadian content; more space films; more science films applicable to the Division II level; more films with no dialogue; language arts films applicable to the Division III curriculum; more industrial arts films; more Division III science films; more films on self-concept; more films on learning styles; more films on business education; more films and materials applicable to mathematics at all levels; public relations materials specific to particular schools; more copies of holiday material; more lower level materials suitable for slow learners; more book kits; more materials in clothing and textile areas; more technical films (one respondent commented that technical films from outside agencies were more numerous and of better quality than Board films); more films related to the chemistry study program; more biology films; updated beauty culture films; more French films; computer-related materials; more films on art and art history; more films related to high school physics program; and more updated regional films applicable to the social studies curriculum; more Division I materials; and more movies and video-tapes that are designed for the enjoyment of students.

Booking and Loan Procedures

There were 14 comments relating to the quality of service and the procedures employed in the booking service. Some people find the six-week booking period inconvenient, and are inconvenienced by having to make numerous calls in order to get appropriate material. The loan period is found to be too short by some, and they would like to see more flexibility in the loan period with the possibility also of booking materials "back-to-back" without having to have them picked up from the school in between consecutive bookings. There were some suggestions that the catalogue should be divided into two parts - Elementary and Secondary, and some other positive comment about the catalogue indicating that it was a better indicator of film quality and usefulness than personal recommendations from other teachers. Some inconvenience is occasioned by not having sufficient materials available for preview, and some feel that the booking service should be improved.

State of the Collection

There was a total of nine comments in this area. Several related to the poor quality of some materials, e.g., chemistry study films; others related to the dated nature of materials and the inappropriate level at which some materials are pitched. Teachers believe that a wide variety of materials should be available, and that there should be multiple copies of the most popular materials. It was suggested that kits should have expendable worksheets with them.

Equipment

There were nine comments that were equipment-related. Some felt that schools have enough audio-visual equipment; some preferred video format to 16 mm film format, but others had the opposite opinion. There were several suggestions to the effect that half-inch format video equipment should be available for school use. One principal felt that schools should not be responsible for audio-visual equipment repairs, and there was one comment to the effect that teachers should have more specific help and training in the use of media equipment. One teacher felt that more Super 8 equipment should be available for use.

The Survey Itself

There were 12 comments concerning the survey, most of them indicating either inadequacy of the survey, or inappropriateness of the survey to their particular situation. Several felt that the survey questions were ambiguous and full of double negatives that made it difficult for them to answer appropriately. Others were concerned that the survey would not provide useful information, and that the responses would be too highly individualistic to be able to be interpreted. Several teachers and administrators felt that the survey was not applicable to them because of

their very low use of Media materials. In this category for example, there were a high school resource room teacher, a corrective reading teacher, a high school administrator, a high school counsellor, and junior high school mathematics and science teachers, who felt that the activity approach and the curriculum in their subject areas were not conducive to the use of Media materials.

Miscellaneous

The following comments were made by at least one teacher, and in some cases by two or three teachers:

(a) Emphasis on the importance of a multi-media approach in modern education;

(b) Difficulty of finding time to preview and use Media materials;

(c) The problem of films being overused in the library, reducing effectiveness of their use in class. (This point was accompanied by a similar comment to the effect that teachers at lower levels sometimes used materials appropriate to specific parts of the curriculum at a higher level. This practice reduces the effectiveness of the use of these materials.);

(d) The evaluation system was seen to be valuable;

(e) Acquisition of new materials was considered better than in-house production of materials; and

(f) The identification of auditory/visual learners places more emphasis on the need for good film and video materials.

V. CONCLUSIONS

1. Teachers make substantial use of film and video materials in all eight of the ways suggested by the questionnaire.

   Usage is higher in Divisions I and II than in the higher divisions. Librarians tend to use materials more for the purpose of introducing variety into their programs and they have a higher usage of films than other teachers. This can have negative effects when teachers perceive that films appropriate to their particular programs are being used as general interest films or when films are used at a lower level that have specific relevance to curriculum at higher levels.

2. The general preservice training received by teachers in media use is only minimally helpful. There is strong suggestion that "on-the-job" training is more effective and many teachers suggest that they have learned by trial and error rather than by any formalized training at all.

3. Use of media materials is generally increasing. One-third of the teachers responding to the survey indicated that they were increasing their usage of media materials, whereas only about 11% reported decreasing usage.

4. With regard to factors affecting increased use, at least a third of the teachers view each of the 13 factors suggested as being somewhat important in their increased usage. But there were three factors which drew much higher response (about two-thirds of the responding teachers). These were quality, selection, and awareness. It seems clear that the improved quality, the wider selection, and the increased awareness of media materials are fairly dominant in affecting increased use.

5. Analysis of responses from teachers who reported decreased use, indicates a much less definite opinion on their part than among those teachers reporting increased use. The problems contributing to a decreased usage appear to be; availability (lack of), booking problems, insufficient replacement of worn-out materials, change in subject-area needs, and time constraints. All of these probably affect all teachers from time to time but amongst the group reporting decreased use, they have apparently become such substantial problems as to reduce teachers willingness to use the materials.

6. Time limitations (particularly amongst elementary teachers) are the major factor in preventing or reducing the practice of previewing unfamiliar materials. Teachers report that catalogue information is frequently relied on as a substitute for previewing. This, in turn, emphasizes the need for a continuing high quality of catalogue information.

7. Teachers are inhibited in their use of media materials mainly by demand on materials being too great at times that they want to use them. All other reasons for failure to use media materials are fairly insignificant in importance. This inhibition by demand at certain times is particularly great for elementary teachers, whereas amongst secondary teachers the

difficulty of finding suitable materials assumes greater importance.

8. Alternative (non-curricular) uses of media materials are important to many teachers with story-time activities and end-of-week, -term and -year activities together with staff-development activities rated highest.

9. There are four expenditure items which are clearly dominant in the view of teachers. They are:
   a) acquisition of new film titles,
   b) acquisition of additional high use film titles,
   c) acquisition of new video tapes, and
   d) replacement of worn or damaged materials.

10. Teachers are generally highly satisfied with the media services offered to them and their criticisms of the service appear to be quite constructive.

VI. RECOMMENDATIONS

1. The survey supports the maintenance of existing basic philosophies and approaches to the provision of media materials in the district.

2. A review of Media Services selection and acquisition policies and practices is suggested by the survey results.

3. A review of booking procedures and policies in the light of survey results should be undertaken.

APPENDIX A: The Preliminary Survey, May, 1982

Calgary Board of Education
Media Services

FILM AND VIDEO SURVEY

Media Services plans to conduct a study of the use of film and video tapes available from our Circulation Department. This study will attempt to assess the use of film and video tapes, by Calgary Board of Education schools. It will identify areas of need with a view to improving services and resources to teachers.

This preliminary questionnaire, which is being sent to a small number of schools, will assist us to design the main study.

Please respond to each question as fully as possible. Enclose the completed survey in the envelope provided and return it via the school mail to:

Bill Hanson
Media Services Group
Highfield

The deadline for return of the completed survey is May 25, 1982.

Thank you very much for your time and assistance.

1. Years of teaching experience? _____

2. Do you have any formal training, inservice or preservice training in media utilization? If yes, please specify.

3. In what Division(s) do you teach? (circle your answer) ECS I II III IV

4. What is your position in the school? (Eg: Teacher, Principal, Dept. Head, Curriculum Leader, Librarian, Special Education Teacher)

5. About how many films/videotapes from Media Services do you use in your classes per year? (Please circle your answer)

   none

   fewer than 10

   between 10 - 20

   between 20 - 40

   more than 40

6. Is your use of Media Services' films/video tapes increasing or decreasing in comparison to previous years? Why?

7. In what subject areas do you use Media Services' films/video tapes? (Please list subjects below.)

8. In what subject areas do you not use films/video tapes? Why?

9. For what reasons do you use Media Services' films/video tapes in your teaching?

10. Do you always preview films/video tapes before using them in class? If not, why?

11. Are there barriers that prevent you from using Media Services' films/video tapes as much as you might in your teaching? If so, please list.

12. What types of assistance would help you to use Media Services' films/video tapes more effectively in your teaching?

13. Besides classroom use, for what other purposes are Media Services' films/video tapes used in your school? How often are they used?

14. On the basis of your own teaching experience, how effective is the use of films/video tapes, compared to other teaching strategies?

15. In the event of budget cutbacks in this school system, how high of a priority do you think should be placed on retention of the films/video tape service from Media Services?

APPENDIX B: The Questionnaire Circulated, February, 1983

Media Services
Film and Video Utilization Study
Questionnaire

1. In what division do you teach or administrate most or all of the time?

   1. ECS
   2. Division I (Grades 1-3)
   3. Division II (Grades 4-6)
   4. Division III (Grades 7-9)
   5. Division IV (Grades 10-12)

2. How many years of teaching experience do you have?

   1. 1-2 years
   2. 3-5 years
   3. 6-10 years
   4. 11-20 years
   5. more than 20 years

3. What is your position in the school most or all of the time?

   1. teacher
   2. administrator
   3. librarian
   4. other (specify) _____

4-7. Using the scale provided, indicate the extent to which each of the following kinds of formal training, inservice, or preservice training has been of assistance to you in using film and/or video materials.

	No training	Training Minimally Helpful	Training Somewhat Helpful	Training Quite Helpful	Training Extremely Helpful
4. University course(s)	0	1	2	3	4
5. C.B.E. inservice (professional days, workshops)	0	1	2	3	4
6. Course(s) at SAIT or other technical institutes	0	1	2	3	4
7. Other related training (please specify)_____	0	1	2	3	4

8. About how many films/videotapes from Media Services do you use in your classes per year?

   1. none
   2. fewer than 10
   3. 10-20
   4. 21-40
   5. more than 40

9. In general, is your current use of Media Services' films/videos increasing or decreasing in comparison to previous years?

   1. generally increasing
   2. generally decreasing
   3. about the same

NOTE: If you responded "1. generally increasing" in the previous question, answer items 10 - 22.

If you responded "2. generally decreasing" in the previous question, skip to item #23 now.

If you responded "3. about the same" in the previous question, skip to item #37 now.

For each item #10-22, use the scale to indicate the importance of each suggested factor in contributing to your increased usage of media materials.

	Very Unimportant		Somewhat Important		Extremely Important
10. My subject area is more suited to the use of media materials than previously	1	2	3	4	5
11. The curriculum has changed and is more suited to the use of media materials than previously.	1	2	3	4	5
12. Media materials have changed and are more appropriate for use with curriculum than they used to be.	1	2	3	4	5
13. The booking procedure is easier than previously.	1	2	3	4	5
14. Receipt of media materials requires less advance booking time than previously	1	2	3	4	5
15. The quality of materials is improving	1	2	3	4	5
16. The availability of materials is increasing.	1	2	3	4	5
17. The selection (variety) of materials is increasing	1	2	3	4	5
18. I enjoy media as an alternative method of teaching more than I did previously	1	2	3	4	5
19. I am more aware of good materials than previously	1	2	3	4	5
20. I find materials more useful for instruction than I did previously	1	2	3	4	5
21. Students seem more interested in films/video than previously	1	2	3	4	5
22. Replacement of worn and damaged films occurs more quickly than previously. (Films are in better condition).	1	2	3	4	5

NOTE: If you answered questions #10-22 above, skip to item #37 now.

COMMENTS: _____

_____

_____

_____

23-36. For each item below, use the scale to indicate the importance of the suggested factor in contributing to your decreased usage of Media Services' materials.

	Very Unimportant		Somewhat Important		Extremely Important
23. Booking procedure is too time consuming	1	2	3	4	5
24. Booking of materials must be done too far in advance	1	2	3	4	5
25. Other school activities conflict with film/video usage	1	2	3	4	5
26. My subject area is less suited to the use of media materials than previously	1	2	3	4	5
27. The quality of materials is poorer than previously	1	2	3	4	5
28. Good films are wearing out faster than they are replaced	1	2	3	4	5
29. Students seem less interested in films/video than previously	1	2	3	4	5
30. There is less time available for use of films/video than previously	1	2	3	4	5
31. The curriculum has changed and is less suited to the use of media materials than previously	1	2	3	4	5
32. Media materials have changed and are less appropriate for use with curriculum than they used to be	1	2	3	4	5
33. The availability of materials is decreasing	1	2	3	4	5
34. The selection (variety) of materials is decreasing	1	2	3	4	5
35. I enjoy media as an alternative method of teaching less than I did previously	1	2	3	4	5
36. I find materials less useful for instruction than I did previously	1	2	3	4	5

If you answered items #23 - 36 above, continue with item #37 now.

COMMENTS: _____

37-44. Media Services' films/video may be used for various reasons as listed below. Using the scale provided, indicate how often you use materials for each of the purposes suggested.

	Never	Seldom	Occasionally	Frequently	Always
37. For introduction of a topic or area	1	2	3	4	5
38. For summary, review, or follow-up	1	2	3	4	5
39. As a stimulant for discussion	1	2	3	4	5
40. To motivate students	1	2	3	4	5
41. For emphasis of themes or topics covered	1	2	3	4	5
42. To introduce variety in method of teaching	1	2	3	4	5
43. To provide visual reinforcement of ideas	1	2	3	4	5
44. To teach new content	1	2	3	4	5

45-49. When you do not preview unfamiliar films/video tapes, indicate the frequency that each of the following is a reason.

	Never	Seldom	Occasionally	Frequently	Always
45. Time limitations	1	2	3	4	5
46. Equipment limitations (eg. projector)	1	2	3	4	5
47. I do not consider it necessary	1	2	3	4	5
48. Materials are recommended by others who have seen them	1	2	3	4	5
49. I rely on information about the film/video as contained in the catalogue	1	2	3	4	5

	Never	Seldom	Occasionally	Frequently	Always
50. On the scale provided, indicate how frequently you preview unfamiliar film/video materials on loan from Media Services before using them in class	1	2	3	4	5

51-69. Indicate the extent to which each of the following is a barrier preventing your more frequent usage of Media Services' films/videotapes by rating how often each factor is a problem for you.

	Never	Rarely	Occasionally	Frequently	Always
51. Access to video equipment is inadequate	1	2	3	4	5
52. Access to film equipment is inadequate	1	2	3	4	5
53. Finding or booking space in the school is difficult	1	2	3	4	5
54. Demand on certain materials is too great at the times I need them	1	2	3	4	5
55. Length of time for borrowing materials is inadequate	1	2	3	4	5
56. The catalogue is difficult to use	1	2	3	4	5
57. The booking procedure is too time consuming	1	2	3	4	5
58. Materials which match my program are unsuitable for the grades I teach	1	2	3	4	5
59. The content of materials is minimally useful	1	2	3	4	5
60. My knowledge of equipment operation (e.g. projector) is inadequate	1	2	3	4	5
61. Materials are out of date	1	2	3	4	5
62. Curriculum leaves no time for use of film/video materials	1	2	3	4	5
63. Media materials appropriate to my subject area are rare	1	2	3	4	5
64. Media materials appropriate to the curriculum and grade level are rare	1	2	3	4	5
65. The quality of media materials is poor	1	2	3	4	5
66. There is not enough selection (variety) in media materials	1	2	3	4	5
67. I personally do not enjoy media as a method of teaching	1	2	3	4	5
68. I am not aware of good media materials	1	2	3	4	5
69. Students are not interested in media materials	1	2	3	4	5

70-78. In addition to use in classrooms, Media Services' films/videos may be used for some of the following purposes. In your opinion, how important is it that materials are available for each of the following purposes? In making your responses, please be discriminating and avoid making the same response, "5 - Extremely important" for all of the items listed.

	Not Applicable/ No Opinion	Not Important		Somewhat Important		Extremely Important
70. Statutory, religious, or cultural celebrations	0	1	2	3	4	5
71. Public relations (e.g. parent groups)	0	1	2	3	4	5
72. Staff development activities	0	1	2	3	4	5
73. Student assemblies	0	1	2	3	4	5
74. Story time activities	0	1	2	3	4	5
75. Lunchtime entertainment	0	1	2	3	4	5
76. Extra-curricular activities (e.g., students' council, clubs)	0	1	2	3	4	5
77. End of week/term/year activities	0	1	2	3	4	5
78. Other (specify) _____	0	1	2	3	4	5

79-87. Given budget restrictions, priority has to be assigned to various media materials and equipment. Consider the list below and indicate the priority which you would recommend Media Services assign each by numbering the most important item #1, the second-most important item #2, etc. Use each number 1, 2, ... 9 only once each.

79. ____acquisition of new film titles for loan to schools

80. ____acquisition of new video titles for loan to schools

81. ____acquisition of additional copies of existing high usage film titles

82. ____purchase of replacement prints of worn/damaged materials

83. ____purchase of additional video recorders for loan to schools

84. ____purchase of additional film projectors for loan to schools

85. ____expenditure of funds for the development of C.B.E.-produced media materials

86. ____purchase of additional kits and model materials for loan to schools

87. ____purchase of other kinds of equipment for loan to schools (e.g. tape recorders, slide projectors, cameras)

Comments: _____

Please return completed questionnaire by school mail to:

Media Services Group
Highfield Building
3610 - 9th Street S.E.

APPENDIX C: Cover Letters for the February, 1983, Questionnaire

Calgary Board of Education

MEMORANDUM

DATE: February 22 , 1983

TO: Selected School Principals

RE: MEDIA SERVICES FILM AND VIDEO UTILIZATION STUDY

Media Services is conducting a study of film and video tape utilization within the Calgary Board of Education. The purposes of the study are :

a. to identify the uses for which teachers employ film and video tape available from Media Services in their instructional program, and

b. to identify the significant variables affecting teachers' use of these materials.

The results of the study will be used by Media Services in the short, medium and long range planning for the provision of resources to Calgary Board of Education teachers.

Several teachers on your staff have been randomly selected as respondents for our study. Because we have selected only a sample of teachers within the district, it is very important that our respondents complete the questionnaire forwarded to them.

Although the questions do require some thought, they do not require exact figures or specific data. The questionnaire should take about 15 minutes to complete.

This memorandum is only to advise you that you have selected respondents on your staff. We do not require any action on your part, unless of course you have been selected!

The return date for all questionnaires is March 4th, 1983. Thank you in advance for your staffs' cooperation and assistance.

Best regards,

Bill

W.R. HANSON - SUPERVISOR OF INSTRUCTIONAL MATERIALS
MEDIA SERVICES GROUP
PROGRAM DEVELOPMENT DEPARTMENT

WRH/vw

c.c. Area Offices

Our File No.

Calgary Board of Education

Media Services Group

February 22, 1983

Dear Colleague,

Media Services is conducting a study of film and video tape utilization within the Calgary Board of Education. The purposes of the study are :

a. to identify the uses for which teachers employ film and video tape available from Media Services in their instructional program, and

b. to identify the significant variables affecting teachers' use of these materials.

The results of the study will be used by Media Services in the short, medium and long range planning for the provision of resources to Calgary Board of Education teachers.

You have been randomly selected as a respondent for our study. Because we have selected only a sample of teachers within the district, it is very important that you complete the questionnaire enclosed.

Although the questions do require some thought, they do not require exact figures or specific data reporting on your part. The questionnaire should take about 15 minutes to complete.

Most questions can be answered on the questionnaire itself by circling the appropriate response. For example :

	very unimportant		somewhat important		extremely important
Having recent up-to-date films is a factor in my using films in my instructional program.	1	2	3	(4)	5

In addition, each section provides space for your comments should you choose to use it. Please answer all questions.

Program Development Department
3610 - 9th Street S.E., Calgary, Alberta T2G 3C5, Telephone: 268-8538 (Area Code 403)

Once you have completed the questionnaire, place it in the self addressed envelope provided and forward it through the school mail to :

Media Services
Instructional Materials
Highfield Building
3610 - 9th Street S.E.
Calgary, Alberta

Please return the questionnaire by March 4th, 1983.

All responses are anonymous, however, if you would like a copy of the study when it is completed, contact my office and leave your name and school.

Bill Hanson
Media Services Group
Program Development Department
Highfield Building
3610 - 9th Street S.E.
Calgary, Alberta Phone : 294-8554

We anticipate having the study completed and written by June 1983.

Thank you in advance for your cooperation and assistance. We look forward to receiving your completed questionnaire.

Best regards,

Bill

W.R. HANSON - SUPERVISOR OF INSTRUCTIONAL MATERIALS
MEDIA SERVICES GROUP
PROGRAM DEVELOPMENT DEPARTMENT

WRH/vw

Encl:

1. To identify the uses for which teachers employ film and video tape available from Media Services in their instructional program.

2. To identify the significant variables affecting teachers use of these materials.

Objectives

1. Preservice/Inservice training
2. Increasing/Decreasing use
3. Reasons why
4. Use
5. Preview unfamiliar materials
6. Reasons why
7. Barriers
8. Non curriculum use
9. Priority expenditures

System Profile

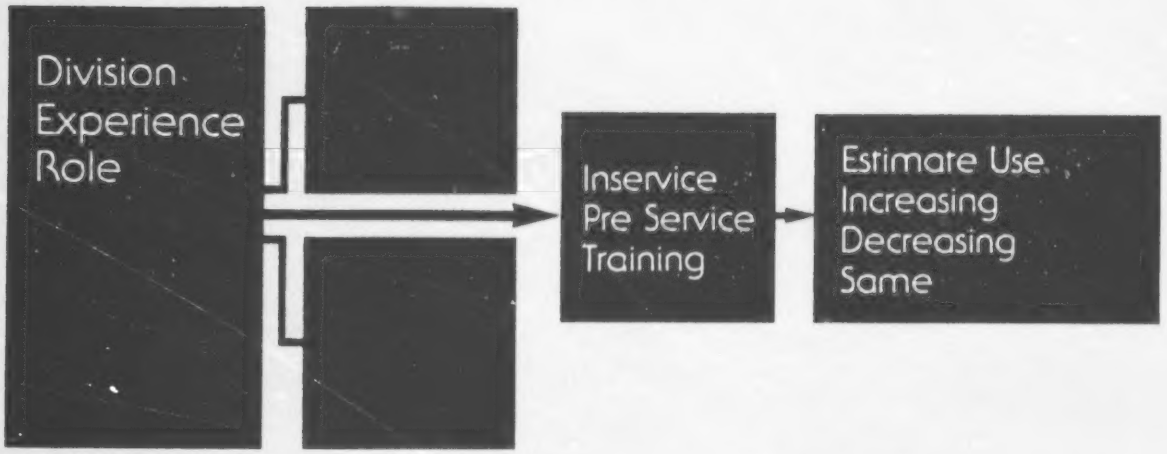
4500 teachers
85,000 K-12 students
55,000 continuing education students
200 schools

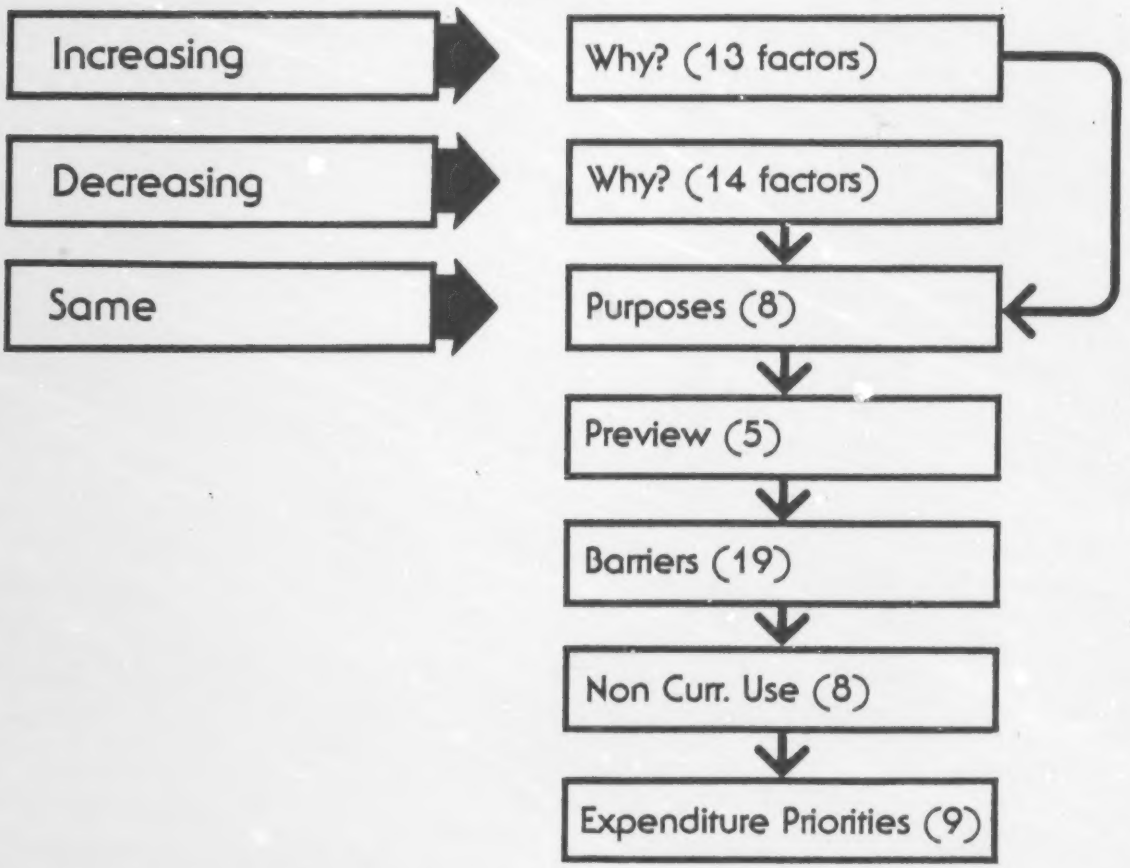
Telephone booking system (computer)
daily delivery

4500	film titles	7500	prints
1700	video titles	1800	copies
500	"other" titles	1200	copies

	81/82	82/83
bookings	93,890	105,000
refusals	30,669 (32%)	29,400 (28%)
lates	13,635 (14%)	11,700 (11%)

- 1980-83 35% increase in distribution
- 22 bookings/teacher/year
- 11 bookings/print/year (16)
- "hygenic" service


Division
Experience
Role
Inservice
Pre Service
Training
Estimate Use
Increasing
Decreasing
Same


Increasing
Decreasing
Same
Why? (13 factors)
Why? (14 factors)
Purposes (8)
Preview (5)
Barriers (19)
Non Curr. Use (8)
Expenditure Priorities (9)

Preservice/Inservice Training

- 70% had some training
- 64% only "minimally" or "somewhat" helpful
- prefer experience/ trial and error/ on the job training

Use

0 per year	7%
< 10 per year	21%
10 - 20 per year	36%
21 - 40 per year	25%
> - 40 per year	11%

Increasing	32%
Decreasing	11%
Same	57%

(+21)

DIV.	ECS	
		30%
	I	56%
	II	36%
	III	29%
	IV	17%

Use Increases

- Librarians significantly higher users

Purposes

	Frequently or Always Use
1. Visual reinforcement	(66%)
2. Emphasis of topics or themes	(60%)
3. Motivation	(53%)
4. Introduce variety in teaching method	(46%)
6. Stimulate discussion	(42%)
5. Introduce topic or unit	(40%)
6. Summary or review	(38%)
7. Teach new content	(32%)

Increasing (32%)

Somewhat Extremely Important

1. Quality improving (66%)
2. Selection (variety) imp. (66%)
3. More aware (66%)
4. Availability increasing (63%)
5. Materials more useful (61%)

- n.s.d by division except for Div. I and E.C.S.
  - less adv. booking] more important
  - replace worn]
- More experienced teachers
  - -curr. more suited
  - -quality of materials
  - -replace worn materials
  - -easier booking

Decreasing (11%)

Somewhat Extremely Important

1. Availability decreasing (39%)
2. Advance booking (37%)
3. Wearing out (32%)
4. Subject less suited (30%)
5. Less time for use (29%)
6. Selection decreasing (23%)

13. Quality (10%)

- n.s.d by experience, division or role

Preview of Unfamiliar Materials

39% preview frequently/always
34% occasionally
73%

- librarians preview most
- division is not a factor

Reasons why don't preview	Frequently Always
1. Time limitations	(66%)
2. Rely on catalogue	(41%)
3. Recommendations by others	(33%)

Barriers to Use

	Frequently always Problem
1. Demand on certain materials	(49%)
2. Appropriate materials are rare	(17%)
3. Borrowing period is inadequate	(15%)
10. Access to video equipment inadequate	(8%)
14. Knowledge of equipment operation.	(5%)
16. Access to film equipment inadequate	(4%)

- Secondary teachers have more problem with:
  - grade level (#4) curriculum "fit" (#5)
  - selection, variety (#6)
  - dated material (#8)
  - quality (#17)

- Elementary teachers have more problems with:
  - demand on certain materials (#1)
  - booking procedure (#13)

- More experienced teachers have more difficulty with access to video equipment

- Librarians have more problems with borrowing period.

Importance of Alternative (Non Curricula) Uses

	Somewhat Frequently Important
1. Storytime activities	(51%)
2. End of week/term/year activities	(39%)
3. Staff development activities	(36%)
4. Statutory, religious, cultural celebrations	(32%)

- Staff development (#3) more important to administrators and librarians.

Expenditure Priorities

	Rank 1,2, or 3
1. New film titles	88%
2. Additional film prints	74%
3. New Video titles	57%
4. Replacement film prints	41%
5. Additional Kits	15%
6. Locally produced materials	11%
7. Video recorders for loan	9%
8. Film projectors for loan	5%
9. Other equipment for loan	4%

- Administrators and librarians rate New Film Titles (#1) even higher

Comments

- 107 of 301 respondants commented
- most frequent comment was positive about the service. (41)
- 34 comments about need in content areas
- 14 comments about booking and loan procedures.
  -advance booking
  -booking window
- 9 comments about the state of the collection
- 9 comments about equipment
  -video vs. film
- 12 comments about the survey

Researcher's Conclusions

1. Teachers make substantial use of films and videotapes for a wide variety of purposes.

   Div. I and II use tends to be higher than III and IV.

2. Teachers find preservice training only minimally helpful.

3. Use of films and videotapes is generally increasing.

4. Improving quality, increasing selection and more awareness are dominant factors in increased use.

5. Teachers reporting decreased use are less definite in their opinion as to why. Availability, booking problems, wornout materials, change in subject need and time constraints all contribute to decreased use.

6. Time limitation is the major factor why teacher don't preview unfamiliar items. The catalogue is frequently relied on as a substitute.

7. Teacher's use of media materials is mainly inhibited by demand on materials being to great at the time they want to use them. In addition, secondary teachers have difficulty in finding suitable materials.

8. Alternative (non-curricular) uses of media materials are important to many teachers.

9. Four expenditure items are dominant in the view of teachers:

   1. Aquisition of new film titles.
   2. Aquisition of additional high use items.
   3. Aquisition of new videotape titles.
   4. Replacement of worn or damaged materials.

10. Teachers are generally highly satisfied with the media services offered.

Bill Hanson
Media Services Group
Calgary Board of Education
3610 - 9 St. S.E.
CALGARY T2G 3C5